

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Coachella Valley Unified School District

Contact Name and Title

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## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

The Coachella Valley Unified School District (CVUSD) encompasses 1,200 square miles of rural farmland and desert in southeast Riverside County, including the small communities of Thermal, Coachella, Oasis, and Mecca. CVUSD includes the community of Salton City which is located approximately 60 miles from the Mexican border in Imperial County. The geographical center of the district is Thermal, which is about 30 miles southeast of Palm Springs. In this geographically sprawling and somewhat isolated district of 18,146 students: 88.5% of students meet eligibility requirements for free or reduced lunch; 94.44% of students are part of the unduplicated student count; and 52.4% of students are transported daily to school.

CVUSD is comprised of 21 schools: 14 elementary schools (Transitional Kindergarten - 6th grade) ranging in size from 502 to 1,099 students; three middle schools (7th - 8th grade) ranging in size from 718 to 1,093 students; one Middle/High School (7th - 12th grade) with 461 students; two comprehensive high schools (9th - 12th grade) ranging in size from 1,871 to 2,498 students; and one continuation high school with approximately 119 students. The district also serves over 600 students in numerous state and federal programs for preschool children. Operating since 1952, Coachella Valley Adult School is the largest adult school in the Coachella Valley, serving over 3,000 adult students annually. Approximately 1,000 Certificated employees and 850 Classified employees serve the needs of our students.

The district goal is for everyone in every school, both students and adults, to have specific and concrete tools for demonstrating and practicing citizenship. The vision of the Coachella Valley Unified School District is that every CVUSD graduate will possess the skill and personal motivation needed to achieve their Personal Dream. The vision and CVUSD Plan for the Future is supported by a foundation of five Pillars. The Pillars are:

- 1) Safe and Respectful Schools - CVUSD will ensure a safe, positive, and respectful school environment and culture for all students and staff.
- 2) Effective Instruction and Leadership - CVUSD is committed to the recruitment, hiring, retention and professional development of all teachers and staff members.
- 3) Academic Achievement - Our students will be prepared to leave CVUSD with the academic, career and social-emotional skills needed to achieve their personal dreams.

- 4) Community Engagement - Parents and staff will be empowered and become full partners in our students' social, emotional, and academic growth and development.
- 5) Fiscal Solvency and Optimization of Resources - CVUSD will operate in a fiscally sound, accountable and transparent manner.

The CVUSD vision serves as a lens for evaluating and guiding all district priorities and actions, especially through the LCAP process. If a particular action, service, program, or initiative does not clearly and positively contribute to preparing students for college, career, and citizenship, it is scrutinized for strategic abandonment. The primary focus of the district is preparing ALL students for the opportunity to attend college. This was exemplified through the LCAP process when student stakeholders advocated for adopting A-G college-entrance requirements as the district's high school graduation requirements.

All students have access to technology via our Mobile Learning Initiative funded by the Measure X bond passed in 2012. Through access to technology, all students have the ability to construct their own knowledge on a deeper level using applications such as G Suite for Education, Adobe Spark Video, and EdPuzzle. Teachers also have the ability to develop learning opportunities where students can communicate creatively, collaborate, think critically and computationally, and practice positive Digital citizenship with others around the world. All students have the opportunity to participate in the Science Fair, History Day, Spelling Bee, Author's Fair, Kid Wind, Math Field Day, Geometric Art Fair, Rubik's Cube, and the Film Festival. Our after school program, ASES, provides our students with not only homework time, but time for participating in sporting events, music, fine arts and other opportunities to engage with the curriculum.

Coachella Valley Unified School District has 41.1% of its 18,013 students classified as being English learners. The individual rates vary by school, with Oasis Elementary holding the highest number of EL students (76%) and Coachella Valley High School holding the least (17.1%). Our district has made an upward trajectory in reclassifying students the last three years. We have gone from 11.9% in 2016-17 to 16.5% in 2017-2018 to 17.5% in 2018-2019. Our English learners receive 45 minutes of daily designated ELD instruction at the elementary level, while middle and high school students have one section of ELD assigned to them. EL students at the high school level who have been enrolled in a U.S. school for 6 years or more receive language support to meet their needs through a CLAD certified teacher during their ELA class in order to ensure we aren't keeping them from accessing A-G or other higher level courses that may be part of a Pathway or Academy. The EL department facilitates multiple opportunities for its certificated teachers to collaborate and attend training in order to analyze data and identify best practices for all of our EL students.

Dual language programs are in place at seven elementary school sites, with 62 teachers serving approximately 2,500 students. Each one of the seven DL schools serves students with instruction in both English and Spanish in grades Kinder-6th. Students in the Dual Language program follow the 80/20 model in kindergarten, with the goal being 50/50 by the time they start 4th grade. We have recently begun to plan for a future continuation of our Dual Language program at the middle school level, where students would be enrolled in two courses taught in Spanish in order to facilitate the pathway for them to attain the State Seal of Biliteracy at the high school level. We are proposing the Dual Language Pathway into the middle school be part of a two-year proposal, which would also include extending the Dual Language program into the remaining seven elementary schools. All of our teachers assigned to instruct in both English and Spanish have a BCLAD authorization.

CVUSD continues to build capacity and increase enrollment in the Advancement Via Individual Determination (AVID) program. We are fully implementing AVID strategies district wide. The elementary schools focus on organizational skills that include agendas, binders and note taking. The Middle school AVID focus is reinforcing the organizational skills, Writing Inquiry Collaboration Organization Reading (WICOR), tutoring, and AVID EXCEL for our English Language learners. The high school AVID focus is WICOR, Socratic seminars, and the transitional phase of college and career readiness.

CVUSD is one of the eight California school districts to impose an Ethnic Study graduation requirement starting with the class of 2020. According to an NEA review of studies, ethnic studies classes help to close the achievement gap among minorities, and students who identify strongly with race and the material that they are learning are more likely to go to college. In CVUSD, the student body is 97 percent Latino, and more

than half of the students in the district are English learners. The expectation is that a culturally relevant education component will benefit our students immensely.

In addition to AVID and Ethnic studies, CVUSD has implemented The PUENTE Project which is designed to help students graduate from high school, become college eligible, and enroll in college through the efforts and support provided by a PUENTE-trained team. Its mission is to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees and return to the community as mentors and leaders to future generations. The PUENTE high school program is an interdisciplinary approach with writing, counseling and mentoring components. Currently, Desert Mirage High School is the only school with the PUENTE high school program but we plan to expand the program to the other high schools within the district.

The District has implemented the Pathway to Success during the school day for grades 4-6 district wide. This program supports student learning through the Common Core Standards which include a combination of PBIS, VAPA, AVID, College and Career Readiness, and STEAM. Students participate in the Pathway to Success 30 minutes a day with enrichment lessons that are designed to improve academic achievement in an effort to close the achievement gap.

In order to better prepare students for careers and to help students identify colleges that align with their interests, the district has developed Career Technical Education (CTE) pathways and academies at each comprehensive high school. Nineteen total programs serve 45% of high school students, meet A-G college entrance requirements, and are aligned to the local labor market needs of Coachella Valley. Programs include: Agriculture, Aviation, Arts, Media, Entertainment, Engineering, Green Technology, Health Sciences, Hospitality, Technology, and Public Safety. Students in CTE programs complete a sequence of courses over three years, have the opportunity to earn industry recognized certifications, participate in internships, and compete regionally in events that challenge students to apply academics in a career-themed project. Students completing CTE programs have almost a 100% graduation rate, and have higher A-G completion rates. Nine middle school feeder programs have been developed for students to explore CTE program options prior to entering high school.

The district will ensure the further refinement of behavior and social-emotional learning through the development and implementation of a district-wide blended model that supports a positive school climate plan by integrating Positive Behavior Interventions and Supports (PBIS), Restorative Justice (RJ), and Transformational Learning (Restorative Practices). Consistent implementation across the district will result in CVUSD accomplishing its mission and thus shift its current practices to a positive and preventative approach.

Parent engagement efforts focus on student learning, parent leadership, volunteering and decision making. In addition to staffing a part-time parent liaison at each school site to support site parent centers, a Resource Fair is offered each year to inform parents about, and connect parents with, programs within the school district and from outside agencies.

The total 2019-2020 LCFF allocation for Coachella Valley Unified School District is \$202,419,794 of which \$54,035,008 is the Supplemental & Concentration portion to serve unduplicated, disadvantaged pupils including English learners (EL), Low Income students, and foster youth.

Integral feedback was collected from stakeholder groups throughout the year, resulting in the continued, focused commitment to the on-going implementation of Coachella Valley Unified School District's LCAP Goals:

- Increase student achievement and other pupil outcomes to prepare all students for College, Career, and Citizenship in the 21st Century.**
- Improve conditions of learning in a fiscally solvent and operationally efficient manner.**
- Increase engagement and collaboration among students, parents, staff and community members.**

## LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

***Integral feedback was provided by stakeholder groups throughout the year, resulting in the continued focused commitment to the ongoing implementation of Coachella Valley Unified School District's LCAP Goals:***

- 1) Increase student achievement and other pupil outcomes to prepare all students for College, Career, and Citizenship in the 21st Century.***
- 2) Improve conditions of learning in a fiscally solvent and operationally efficient manner.***
- 3) Increase engagement and collaboration among students, parents, staff and community members.***

The LCAP is divided into the following sections:

### **2017-20 Plan Summary**

THE STORY: Brief description of how the LEA serves the students and community.

LCAP HIGHLIGHTS: Brief summary of this year's LCAP key features.

REVIEW OF PERFORMANCE: By reviewing the LCFF Evaluation Rubrics (State Data Dashboard) and local performance indicators, we were able to identify:

Greatest Progress, Greatest Needs, and Performance Gaps.

COMPREHENSIVE SUPPORT & IMPROVEMENT: Schools Identified, Supports for Schools, Monitoring Effectiveness

### **Annual Update**

Review of 2018-2019 Planned Actions & Services/ Summarization of actual implementation.

Review of 2018-2019 Budgeted expenditures, summary of Estimated Actual expenditures, and explanation of any Material Differences.

Analysis of 2018-2019 Actions & Services, as well as necessary adjustments.

### **Stakeholder Engagement**

Summary of how, when, and with whom the district consulted as part of the planning process for the LCAP.

Summary of how consultations impacted the upcoming year LCAP.

### **Goals, Actions, & Services**

New, Modified, and Unchanged Goals, Actions, Services and Budgets for 2019-2020.

### **Demonstration of Increased or Improved Services for Unduplicated Pupils**

Through careful analysis of our state and local data (based on the 8 priorities of the new accountability system), as well as feedback from stakeholders; Coachella Valley Unified School District continues to refine the LCAP focus with the intent to strategically meet the needs of our unduplicated student population.

### **Addendum**

### **CVUSD California School Dashboard Report**



**GOAL 1: Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st century**

State Priorities:

- Priority 2: State Standards
- Priority 4: Pupil Achievement
- Priority 7: Course Access
- Priority 8: Other Pupil Outcome

**Action 1:**

CVUSD's literacy focus highlights:

Continue the Implementation of Common Core standards aligned Language Arts curriculum/English Language Development Curriculum, and a dual language program.

Two certificated staff professional development days embedded within the 2019-20 school year:  
Professional development designated to facilitate: effective implementation of state standards, knowledge related to new and existing curriculum, and assessments to inform instruction.

Ongoing focus on Professional Learning Communities (PLCs), CVUSD will:

- Implement additional teacher preparation minutes
- Continue with increased teacher collaboration time
- Continue with increase instructional minutes

Provide professional development for teachers to effectively implement curriculum and assessments for all content areas.

- Teachers continue to participate in professional development with the focus of implementing curriculum
- Developing assessment for all content areas, including but not limited to ELA, ELD, Math, Science and History-Social Studies.
- Provide release time for CTE teachers to integrate CTE and CCSS standards into key assignments.

CVUSD will continue to do the following:

- Provide instructional materials for anticipation of new curriculum as we begin the exploration and initial implementation of the History-SS curriculum.
- Provide the required minutes for physical education for both elementary and secondary students.
- Provide a VAPA program for elementary schools grades 4-6 and refine VAPA program at secondary level.
- Refine the Dual Language Program and World Language electives.

The Assistant Administrator of Instructional Improvement TK-6 will be responsible for the following:

- Provide instructional leadership to ensure all students are provided with a challenging core curriculum.
- Meet state and district standards and expectations.
- Assist in the design, implementation, monitoring, and evaluation of supplemental programs and services focused on increasing academic achievement and closing the achievement gaps.

CVUSD will continue the fund:

- 2 aquatic instructors and lifeguards
- 1 Curriculum Resource Technician
- 25% of the secondary Assistant Principal salaries to provide instructional coaching and supplemental site support

**Action 2:**

CVUSD continues to support the English Language Learners by implementing research based instructional practices and supports:

Refine services for English Language Learners and migrant students.

Provide Professional Development for Dual Language teachers in order to improve instruction and student learning.

**Action 3:**

CVUSD will Implement a multi-tiered system of academic support:

Intervention supports for all students in order to improve student achievement

System of academics, behavior and social-emotional support

Ensure that appropriately assigned and fully credentialed teachers will work with students with the most intense needs

CVUSD will implement the Dual Enrollment (Academic/CTE subjects).

Provide professional development for teachers

Fund extra services for teachers to work with college staff to articulate courses

CVUSD will continue to provide and refine the following programs:

Career Technical Education (CTE)

Advancement Via Individual Determination (AVID)

PUENTE

After School Education and Safety (ASES)

Gifted and Talented Education (GATE)

Extended Day for Kindergarten

Early Childhood Program

Ethnic Studies

Indian Education

Summer School for credit recovery

Saturday enrichment

CVUSD will continue to enhance the class size reduction in grades TK-12.

**Action 4:**

CVUSD will provide additional services to meet the needs of unduplicated students including English learners, low income, migrant, and foster youth:

Support site implementation of programs for all students to prepare them for College, Careers and Citizenship.

Allocation of ESSA Comprehensive Support & Improvement (CSI) funds to La Familia High School and Bobby Duke Middle School to improve student outcomes:

Provide additional days of counseling in order to connect students to in-school and community support services.

Provide after school tutoring to improve graduation rates

Develop and implement attendance incentive program

**GOAL 2: Improve conditions of learning in a fiscally solvent and operationally efficient manner.**State Priority:

- Priority 1: Basic (Conditions of Learning)

**Action 1:**

CVUSD will support the following actions and services to recruit and retain appropriately assigned and fully credentialed teachers:

Peer Assistance and Review (PAR)

Beginning Teacher Support & Assessment Induction Program (BTSA)

Special Education teacher incentive

## Professional Development

### **GOAL 3: Increase engagement and collaboration among students, parents, staff, and community members.**

#### State Priorities:

- Priority 3: Parental Involvement
- Priority 5: Pupil Engagement
- Priority 6: School Climate

#### **Action 1:**

CVUSD will continue to refine and administer parent surveys in order to:

- Seek input from parents
- Provide parent workshops and trainings according to parent needs.
- Improve parent participation at all parent trainings and events.

CVUSD will maintain a parent center at each school site.

A Parent Liaison will facilitate communication and engagement of families/parents to support their child's educational success.

#### **Action 2:**

CVUSD will improve attendance:

- Provide attendance sites with attendance clerks and a district Attendance Coordinator
- Continue the SARB process with local resources
- Provide After School Education and Safety (ASES) Program

CVUSD will increase Graduation rates:

- Continue to fund counselor positions and academy advisor to maintain low counselor to student ratios.
- Counselors will continue to meet with students in grades 9-12 annually to review graduation status, A-G course completion, transcripts status, educational options and risk factors.
- Maintain and expand athletic programs to provide students with opportunities to be fully engaged.

#### **Action 3:**

CVUSD will provide an increase of Social-Emotional Services:

- Provide site-based mental health supports and support for families with off-site referrals for student/family-based therapy.
- Provide support for Foster and Homeless Youth

CVUSD will continue to improve school climate by implementing a Blended model of PBIS, Transformational Learning and Restorative Justice.

## **Review of Performance**

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## **Greatest Progress**

In alignment with the recommendations included in the 2018-19 LCAP Approval letter from Dr. Judy White, in October, 2018, CVUSD has continued to strengthen our processes of monitoring for effectiveness. CVUSD focused on monitoring several key areas during the 2018-19 school year, including: Implementation of our districtwide writing professional development, Implementation of AVID, measuring student academic progress with California Assessment of Student Performance and Progress (CAASPP) Interim Assessment Blocks (IABs), Chronic Absenteeism, and Suspension. Progress on these and other areas was shared with stakeholders at our LCAP Stakeholder Support meetings and LCAP Forums throughout the year.

Focused walkthroughs, with a rubric, were integral to the progress monitoring of the Writing professional development. Throughout the year, the focus of the walkthroughs for the Writing professional development evolved, as teachers and site administrators participated in ongoing training. Walkthrough objectives were communicated to teachers and site administrators, prior to the walkthroughs.

CVUSD continues to be an AVID district, and as such, conducts focused walkthroughs throughout the year, looking for the implementation of specific AVID instructional and learning strategies. During the walkthroughs, observers are looking at the room environment for evidence of levels of inquiry, Socratic Seminar ground rules, college banners, students' college and career goals and more. Observers are also looking for evidence of WICOR, which includes Writing to learn, Inquiry, Collaboration, Reading, and Strategies for Success.

CVUSD has implemented an assessment calendar that includes regularly monitoring students' progress with CAASPP IABs in ELA and Math. For grades TK - 2, we are using RAPID testing to monitor students' literacy skills, and adjust instruction accordingly.

Suspension and Chronic Absenteeism rates are monitored monthly - and schools are recognized for having the lowest rates, and/or having decreased their rates more than other schools. An Attendance Coordinator monitors and reports suspension and chronic absenteeism data monthly, and supports school sites in reaching out to parents to overcome barriers to their students attending school.

## **Priority 1: Basic Services**

### ***Facilities Inspection Tool***

#### **2017-18 FIT Data Analysis**

- 100% of students had access to their own copies of standards-aligned instructional materials for use at school and at home
- There were 0 Instances where facilities did not meet the “Good Repair” standard.
- 18 out of 19 schools received a “Good” Rating Overall on the FIT (Facilities Inspection Tool)

#### **2018-19 FIT Data Analysis**

- 18 out of 21 schools received a “Good” Rating Overall on the FIT (Facilities Inspection Tool).
- 1 out of 21 schools received an “Exemplary” Rating Overall on the FIT (Facilities Inspection Tool); Bobby Duke.
- Cahuilla Desert Academy was not reported in 2017, but received a “Good” rating in 2018.
- 7 schools had a percentage above 90% for restrooms

Overall: We maintained the same number of schools receiving a “Good” rating on the FIT, and received an “Exemplary” status with one school. No extreme deficiencies were reported in any of the categories. 8 schools decreased the number of deficiencies overall. 4 schools remained the same in terms of the number of deficiencies.

To maintain and build upon these successes, CVUSD will continue to:

- Utilize Grant funding to replace/repair hydration fountains
- Implement a Color-coded system to prevent cross contamination
- Implement an improved work-order system with instant notifications
- Conduct CVUSD facilities inspections twice a year
- Conduct Facilities walks with administrators
- Draft a Ten Year Maintenance Plan

### ***School Climate Survey***

CVUSD partnered with Panorama- a survey and data collection platform that supports school districts in collecting valid and reliable feedback around school climate and culture, engagement and social emotional learning. This year was our pilot year, therefore we surveyed students in the expanded learning programs after school; 188 elementary students in grades 3-6 and 441 responses in all secondary grades, 7-12. We attempted to survey all of our teachers and families.

### ***Family Data***

371 families participated in the survey. Grade level distribution of the participating families varied from 5% participation of kinder families to 15% participation of 4th student families. Over 92% of the families responded favorably to all areas of the climate survey.

## **Priority 3: Parent Engagement**

To maintain progress and build upon parent engagement, CVUSD will continue to implement the following:

- Refine and administer the parent survey to inform CVUSD on parents’ perspectives on issues related to their child’s academic and social success, their sense of safety and their connectedness to school.
- Provide parent workshops/training for parents throughout the district, on various topics related to supporting their child’s academic success.
- Maintain a parent center and parent liaison at each school site.

## **Priority 4 - Pupil Achievement**

### ***English Language Arts***

The 5 by 5 Placement Grid on the California School Dashboard indicates that 8 schools “Increased Significantly” and 10 schools “Increased” in their performance on the California Assessment of Student Performance and Progress (CAASPP). Altogether, 18 out of 21 CVUSD schools show an increase in the number of students that met/exceeded standard in ELA on the CAASPP.

The Following Student Groups Increased in Performance in ELA as measured by the CAASPP:

- All Students (+8.2 points)
- American Indians (+9.7 points)
- English Learners (EL) (+8.9 points)
- Students with Disabilities (SWD) (+8.2 points)
- Hispanic (+8.3 points)
- Socioeconomically Disadvantaged (SED) (+6.8 points)
- White (+11.3 points)

The Following Student Group Increased Significantly in Performance in ELA: Homeless (+16.2 points)



In ELA - district-wide, 11th grade has the highest percentage of students meeting/exceeding standards at 37%, 3rd grade has the second highest percentage of students meeting/exceeding standards at 32%.

The 5 by 5 Placement Grid on the CA Dashboard indicates the 8 schools that “Increased Significantly” in ELA:

Coral Mountain Academy, Las Palmitas, Mecca Elementary, Mountain Vista, Valle del Sol and Westside Elementary, Oasis Elementary and La Familia High School

10 schools “Increased” performance in ELA:

Cahuilla Desert Academy, Cesar Chavez, Desert Mirage High School, John Kelley, Peter Pendleton, Saul Martinez, Valley View, Bobby Duke, Sea View and Toro Canyon.

### **Math**

Student Groups that Increased Performance in Math on the CAASPP include:

- American-Indian (+14.1 points)
- English Learners (EL) (+6.4 points)
- Students with Disabilities (SWD) (+13.2 points)
- Hispanic (+6.3 points)
- Socio-economically Disadvantaged (SED) (+4.7 points)

The Following Student Group Increased Significantly in Performance in Math: Homeless (+19 points)

In Math - district-wide, 3rd grade had the highest percentage of students meeting/exceeding standards at 33.5%, 4th grade has the second highest percentage of students meeting/exceeding standards at 23.5%.

The 5 by 5 Placement Grid on the CA Dashboard indicates that 2 schools “Increased Significantly” in Math: Las Palmitas Elementary and Oasis Elementary

13 schools “Increased” performance in Math:

Cahuilla Desert Academy, Cesar Chavez, Coral Mountain Academy, Desert Mirage High School, John Kelley, Mecca Elementary, Mountain Vista, Saul Martinez, Valle del Sol, Valley View, Bobby Duke, Sea View and Toro Canyon.

Altogether, 15 out of 21 CVUSD schools showed an increase in the number of students that met/exceeded standard in Math.

### **English Learner (EL) Progress**

The Reclassification rate increased from 11.9% in 2017 to 16.5% in 2018, an increase of 4.6%. The number of English Learners has decreased from 9,332 in 2017 to 8,441 in 2018, a decrease of 891 students, from 49.9% to 45.9%.

CAASPP - Desert Mirage High School (DMHS)

- The “All Students” student group closed the gap in the Distance from Standard Met (DFM) by 5.9 points in ELA, and 13.6 points in Math.
- The English Learners (ELs) student group closed the gap in the Distance from Standard Met (DFM) by 14 points in Math.
- The Students with Disabilities (SWD) student group closed the gap in the Distance from Standard Met (DFM) by 48.3 points in Math and 26.4 points in ELA.

CAASPP - La Familia Continuation High School (LFHS)

- The “All Students” student group closed the gap in the Distance from Standard Met (DFM) by 25.8 points in ELA

### ***College/Career Indicator (CCI)***

- In 2018 - the percentage of CVUSD students prepared for College/Career was 31.4%, an increase of 5% over the class of 2017.
- CTE completion AND scoring a 3 on one CAASPP test and a 2 on the other increased from 37 students (4.4%) in 2017 to 103 students (25.5%) in 2018.
- At CVHS - 67 students (30.9% of prepared students) met CCI preparedness via CTE in 2018, compared to 21 students (13.5%) in 2017.
- At DMHS - 30 students (18.6% of prepared students) met CCI preparedness via CTE in 2018, compared to 16 students (12.9%) in 2017.
- At WSHS - 6 students (23.1% of prepared students) met CCI preparedness via CTE in 2018, compared to 0 students in 2017.
- District-wide, the number of students scoring a 3 (Standard Met) on both ELA and Math CAASPP tests increased from 85 to 159 students
- At DMHS the number of students scoring a 3 (Standard Met) on both the ELA and Math CAASPP tests increased from 31 students (25.0%) in 2017 to 58 students (36.0%) in 2018.
  - 105 students met prepared for CCI via the Seal of Biliteracy measure.
  - CVHS increased 8.8% overall on the 5x5 Performance grid.
  - English Learners (ELs) increased 4.5% in meeting prepared status.

We are proud that the majority of schools increased performance in ELA and MATH as measured by the CAASPP, and our reclassification rate increased. We will continue to closely monitor the levels and trends from our local benchmark data for all schools, student groups, and grade levels. Professional development and site classroom walkthroughs will continue with the goal of providing support and targeting best practices in the classroom. Additionally, we will identify best practices from groups who have shown the highest increases in closing the achievement gap. We will continue to support teacher collaboration, which has been a significant positive factor in the improvements we have achieved.

To maintain progress and build upon the above-mentioned successes; CVUSD will continue to implement and/or expand the following:

- Refine the use of the district-adopted core materials to address the common core standards (Goal 1, Action 1)
- Dual Language Program (Goal 1, Action 1)
- AVID (Goal 1, Action 3)
- CTE pathways (Goal 1, Action 3)
- Writing Instructional Focus with RCOE Coaching Support

Department Interdisciplinary Collaboration – Ed Services  
departments collaborate as a team with site personnel to meet the varied needs of our students.

District Instructional Walks  
TOSA Interdisciplinary Collaboration  
Built-in time for Teacher Collaboration  
Districtwide Data Analysis & Response to Data  
Focus on Integrated/Designated ELD at secondary level

### **Priority 5: Pupil Engagement**

#### ***Chronic Absenteeism Rate***

The CVUSD Absenteeism Rate (K-12) has decreased 0.3% according to DataQuest, from (2016-17) 15.8% to (2017-18) 15.5%.

Within the district, we have 10 of 21 schools that decreased their absenteeism rate:

Two of the three Middle Schools

All 4 of our High Schools

4 of 14 Elementary Schools

West Shores High School decreased their absenteeism rate by 4.9%

Mecca Elementary School maintained their low absenteeism rate of 5.9% with a 0.3% increase.

The Following student groups decreased their absenteeism rate from the prior year:

Foster

2 or more races

Homeless Students (declined significantly).

### **Graduation Rate**

Districtwide - Students with Disabilities (SWD) increased their graduation rate by 1.1% to 71%

West Shores High School maintained their graduation rate of 86.2% (4.0% above the district graduation rate).

Students with Disabilities (SWD) graduation rate at WSHS is 91.7% (20.7% above the district graduation rate for SWD)

English Learners' graduation rate at WSHS is 88.9% (16.6% above the district graduation rate for ELs)

### **Dropout Rate:** (2017-18 not reported)

Middle School: (2016-17) 7 drop outs

Booby Duke - 1

Cahuilla Desert Academy - 2

Toro Canyon - 4

High School: (2016-17) 66 drop outs (1.3%) which was 0.2% less than County, and 1.1% less than the states rate.

2016- 17 Drop Out Rate for Grades 9-12

<b>School</b>	<b>2016-2017 Dropout Rate Percentage</b>	<b>2016-2017 Drop Out - # of students</b>
CVHS	1.5%	39
DMHS	0.6%	11
LFHS	6.3%	8
WSHS	2.0%	6

To maintain progress and build upon the above-mentioned successes; CVUSD will continue to implement the following to lower absenteeism and dropout rates, and increase our Graduation rate:

An Attendance Coordinator was hired

Attendance Outreach - Door Knock - canvassing neighborhoods  
and knocking on doors to emphasize the importance of attendance

Monthly Site Attendance Reports

Positive Behavior Supports and Interventions (PBIS) (Elementary)

Transformation Learning (Secondary)

Restorative Justice (Middle School)

School Attendance Review Board (SARB) support

Active Shooter Training

## **Priority 6 – School Climate**

### ***Suspension***

Overall, the CVUSD suspension rate is the Color Yellow, with a rate of 5.1% showing a decline of 0.3%.

The percentage rate for suspension declined 0.3% from 2016-17 to 2017-18.

At some sites, while the percentage of first time suspensions may be higher, the multiple suspension rate is lower. Students are not repeating incidents that would result in suspension, and/or school sites are using alternatives means of correction, rather than suspension.

Saul Martinez - at 0.2% suspension rate (2 out of 1,156 students)

Valle del Sol - 0.2% suspension rate (2 out of 885 students)

Valley View - 0.0 %

John Kelly - 0.5% (3 out of 664 students)

CMA - 0.7% (6 out of 963 students)

CC - 0.8% (8 out of 1,001 students)

### ***Expulsion***

Expulsion Rates - 2017-18

CVUSD - expulsion rate - 0.06%

Riverside County - 0.16%

State - 0.08%

In 2016-17 we had 16 expulsions, in 2017-18 we had 11 students expelled, a 31% decline in the number of students expelled.

In order to maintain and build on these successes, CVUSD will continue to implement the following:  
Positive Behavior Intervention and Supports (PBIS) (Elementary)  
Restorative Justice (Middle School)  
Transformational Learning (Secondary)  
Social-emotional & behavioral supports

## **Priority 8: Other Pupil Outcomes**

### ***Advanced Placement***

Since 2014, there has been a significant increase in students taking AP tests.

The percentage of students enrolled in college the fall immediately after high school has increased by 4% from 55-59%.

### ***College Entrance***

The percentage of students enrolled in a 2-year institution the fall immediately after high school has increased by 6% from 33% - 39%.

To increase and support the number of students taking AP classes and AP tests, CVUSD has and will continue to provide the following:

Staff and Administration attended the " Organizing your AP Exam Administration" offered by the College Board. Students at each of the high schools attended the AP Readiness program at University of California Riverside (UCR).

Funding for AP assessments for all students taking an AP test.  
Advancement via Individual Determine (AVID)

### **Physical Fitness Test (PFT)**

When comparing 2015-16 to 2016-17 data for 5th grade students, body composition had the greatest increase with a 20.7% from 48.6-69.3%.

When comparing 2015-16 to 2016-17 data for 7th grade students, body composition had the greatest increase with a 17.6% from 48.-66.8%.

When comparing 2015-16 to 2016-17 data for 9th grade students, body composition had the greatest increase with a 12.1% from 53.1-65.2%.

In summary, for the 3 grade levels tested (5, 7, 9), the category that has had the most significant growth is Body Composition with an average of 16.8 % for grades 5, 7, and 9.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

### **Greatest Needs**

#### **Priority 1: Facilities/School Climate**

##### **Teacher Misassignments**

2017-18: 1 Misassignment of a teacher who teaches English Learners. (There was one CTE position that was unfilled)  
2018-19: No current data has been reported for teacher assignments.

##### **Facilities Inspection Tool**

2017-18: 1 out of 19 schools received a “Fair” Rating Overall on the Facilities Inspection Tool (FIT). 8 out of 19 received a rating of “Good” for Restroom Facilities; 6 out of 19 received a rating of “Fair” for Restroom Facilities; 5 out of 19 received a rating of “Poor” for Restroom Facilities.

2018-19: 2 out of 19 schools received a “Fair” Rating Overall on the Facilities Inspection Tool (FIT). This is a need because our overall LCAP goal (under Goal 2) is to have ALL schools receive an overall rating of Good or Exemplary

Cesar Chavez received a “Fair” rating in 2017 and still received a “Fair” rating in 2018. They did, however, increase their overall percentage from 85% to 87%.

La Familia was not reported in 2017, but reported a Fair rating in 2018. 7 out of 21 schools received a rating of “Good” for Restroom Facilities; 9 out of 21 schools received a rating of “Fair” for Restroom Facilities; 5 out of 21 schools received a rating of “Poor” for Restroom Facilities.

Overall: We had one more school in 2018-19 receive a “Fair” rating than in 2017-18, increasing the total number to 2 schools when we had 1 school last year.

We decreased from 8 schools to 7 schools who received a rating of “Good” for restroom facility rating; we increased from 6 schools to 9 schools who received a rating of “Fair” for restroom facility rating; we maintained our total number of schools that received a “Poor” rating at 5 schools

We failed to meet our goal of having ALL schools received a Good or Exemplary rating

For overall Restroom Percentage (only restrooms, not including fountains), we decreased from 79.74% to 74.22%. We also increased the number of schools reported from 19 to 21 which also adjusts the overall percentage.

7 schools increased in their number of deficiencies



To address the needs for our facilities, as identified in the Facility Inspection Tool (FIT) report for each school campus:

The Facilities and Maintenance departments at the District will work closely with sites to ensure that all facilities are regularly monitored and maintained.

In addition to walking the campuses monthly, in the spring, Facilities will conduct a district facilities inspection - modeled after the FIT report in the fall.

### ***Climate Survey***

CVUSD partnered with Panorama- a survey and data collection platform that supports school districts in collecting valid and reliable feedback around school climate and culture, engagement and social emotional learning. This year was our pilot year, therefore we surveyed students in the expanded learning programs after school; 188 elementary students in grades 3-6 and 441 responses in all secondary grades, 7-12. We attempted to survey all of our teachers and families.

#### **Student Data**

In student perception of school, out of the elementary students that took the survey 76% of the students responded favorably for the areas of climate of support for academic learning and sense of belonging (school connectedness). 85% of the students reported favorably to knowledge and fairness of discipline, rules and norms. However, only 59% of the students responded favorably to safety.

For secondary schools, 74% of the students responded favorably to climate of support for academic learning and knowledge and fairness of discipline, rules and norms. Nonetheless, sense of belonging (school connectedness) is significantly lower than elementary with 63% of students responding favorably. Safety is also a concern in secondary based on the 57% of students who responded favorably to feeling safe at school.

Perception of self is a significant area that measures student's perception of their own social-emotional skill. In Elementary, 73 % of students responded favorably to having a growth mindset, 69% & 67% to social awareness and self management respectively, but only 65% responded favorably to self-efficacy. Secondary results were significantly lower than elementary with 66% growth mindset, 62% in self management and social awareness, and 52% in self-efficacy. Although significantly lower scores, the trend seems to be the same.

#### **Teacher Data**

589 teachers participated in the survey; 59% of teachers who responded to the survey have been teaching for over 10 years. 86% of the teachers responded favorably to climate of support for academic learning, 76% and 73% of teachers reported favorably to knowledge and fairness of discipline, rules and norms, and sense of belonging (school connectedness). However, only 68% of the teachers responded favorably to safety. Very similar trend based on student responses.

## **Priority 2: Implementation of State Standards:**

### **Reflection Tool**

The data from both a district and individual school site Reflection Tool shows how teachers and administrators rated the following areas:

#### **Professional Development:**

Secondary ELD & Math and Elementary Math, Science, and Social Studies were rated as being in the Beginning Development stage (level 2 of 5 levels)

Secondary ELA, Science and Social Studies and Elementary ELA and ELD were rated as being in the Initial Implementation Stage (level 3 of 5 levels)

#### **Aligning instructional materials:**

Both Secondary and Elementary respondents rated the alignment of instructional materials in Science and Social Studies to be at a level 1 of 5, which is the Exploration and Research Phase.

Elementary Math was the only area where the instructional materials were rated as a 4 out of 5 (full implementation phase).

Implementing policies and and programs to identify areas of need:

There were no subjects that were rated a 4 or 5 (full implementation or full implementation and Sustainability)

Implementing standards in other course areas:

CTE was the only area that was rated as a 4 - full implementation

Engaging in activities with teacher and school administration.

All respondents rated this area as a 1, in the Exploration and Research Phase.

In response to similar data during the 2017-18 school year, and looking forward to the 2019-20 school year, CVUSD will continue to implement:

Math Solutions Training and Coaching at Middle Schools  
Districtwide Writing focus for 3-5 years.  
Focus on Integrated/Designated English Language Development (ELD) at the secondary level

Assessments Systems & Data Analysis Focus  
Pilot Textbooks in 2019-20  
Social Studies  
Science

#### **Priority 4 Pupil Achievement**

##### ***ELA and MATH***

The 5 by 5 Placement Grid on the California Dashboard indicates that CVUSD schools are still scoring in the low and very low levels on the California Assessment of Student Performance and Progress (CAASPP).

4 out of 21 schools have “Declined” in MATH (3 high schools and 1 elementary school)

7th Grade has the highest percentage of students not meeting standard on the CAASPP at 87% in Math and 79% in ELA. (For the ALL Students group)

At least 85% of students in grades 5, 7, 8 and 11 did not meet standard in Math. (For ALL Students)

At least 71% of students in grades 4, 5, 7 and 8 did not meet standard in ELA. (For ALL Students)

##### ***2018 CAASPP Results for ALL Students - Grades 3-8, 11***

At least 72% of students in grades 4, 5, 7 and 8 did not meet standard in ELA.

<b>Grade</b>	<b>% Standard Not Met ELA</b>	<b>% Standard Not Met Math</b>
<b>Grade 3</b>	<b>69%</b>	<b>66%</b>
<b>Grade 4</b>	<b>72%</b>	<b>77%</b>

<b>Grade 5</b>	<b>72%</b>	<b>85%</b>
<b>Grade 6</b>	<b>69%</b>	<b>80%</b>
<b>Grade 7</b>	<b>79%</b>	<b>87%</b>
<b>Grade 8</b>	<b>77%</b>	<b>85%</b>
<b>Grade 11</b>	<b>63%</b>	<b>86%</b>

### **ELA**

Student groups: Foster Youth (32 students) “Decreased significantly” -37.1 points

### **MATH**

Student groups: Foster Youth (32 Students) “Decreased significantly” -49.3 points

### **EL**

In 2017-2018 we had 14,341 Ever-ELs (current and previous EL students). Out of the total Ever-ELs, 2,750 are LTELs, which indicates 19% of our ELs are LTELs (students who have been in school for 6+ years and have not been reclassified).

	<b>EL 0-3 Years</b>	<b>EL 4-5 Years</b>	<b>EL 6+ Years (LTELs)</b>	<b>Total Current English Learners</b>
<b>CVUSD</b>	3,899	1,792	2,750	8,441
<b>Riverside County</b>	37,024	16,138	28,560	81,722
<b>State of CA</b>	658,390	234,842	377,918	1,271,150

Even though progress has been made in both the ELA and Math achievement levels, we are still performing in the low and very low ranges on the 5X5 Placement grid. We recognize that middle schools have the highest percentages of students not meeting standard in ELA and MATH. To support in these areas, we have implemented a district wide writing initiative across grades TK-12. In addition, middle school mathematic teachers are receiving training of best practices with coaching days integrated into the school year. We will support our foster student population by closely monitoring their progress, and providing academic and enrichment services based on student needs.

To support English Learners at the elementary level, Professional Development will focus on identifying best practices for integrating English Language Development (ELD) into content areas such as math and other content areas commencing in grades 3-6. Secondary schools will continue to receive integrated/designated ELD support through the ELD Collaboration days offered multiple times throughout the school year. In addition, differentiated curriculum for the multiple levels of language proficiency will continue to be implemented.

## **Priority 5 – Pupil Engagement**

### ***Chronic Absenteeism Rate:***

CA Dashboard reflects an increase to our K-8 overall Chronic Absenteeism Rate:

The rate in 2016-17 was 11.5%

The rate in (2017-18) was 12.1% with a status of high (orange)

9 of 14 elementary schools increased their absenteeism rate.

4 of the elementary schools are at yellow, 6 elementary schools are at orange, and 3 elementary schools are at red, and 1 school is at green.

One elementary school maintained, nine elementary schools increased their absenteeism rate and 4 elementary schools decreased their absenteeism rate.

One middle school increased their absenteeism rate.

The Following student groups increased their absenteeism rate from the prior year:

English learners

Socially Disadvantaged

Hispanics

White

Students with disabilities and American Indian/Alaska Native student groups maintained their absenteeism rate at high for all groups, with the exception that the American Indian/Alaska Native rate was very high.

### ***Graduation Rate***

CA Dashboard: CVUSD Graduation Rate is orange at 82%, which reflects a 1.1% decrease from the prior year.

Coachella Valley High School Graduation Rate is 82.9%, a decrease of 1.1%

Desert Mirage High School Graduation Rate is 81.7%, a decrease of 1.4%

West Shores High School maintained their graduation rate at 86.2%

La Familia Continuation High School maintained their graduation rate at 75.0%

The following student groups Graduation Rate declined from the prior year:

Hispanics - declined 1.2% to 82.5%

Homeless - declined 2.8% to 75%

The following student groups maintained their Graduation Rate from the prior year:

English Learners at 72.3%

Socioeconomically Disadvantaged at 82%

CVUSD has implemented the following to lower our absenteeism and dropout rates, and increase our Graduation rate:

Implemented programs that engage students and contribute to an increasing graduation rate such as Advancement Via Individual Determination (AVID), Career Technical Education (CTE), and the PUENTE Program.

Hired an Attendance Coordinator

Attendance Outreach - Door Knock - canvassing neighborhoods and knocking on doors to emphasize the importance of attendance

Monthly Site Attendance Reports

PBIS (Elementary)

Transformation Learning (Secondary)

Restorative Justice (Middle School)

SARB

Active Shooter Training

Saturday Academy

Social-emotional & behavioral supports

## **Priority 6: School Climate (Engagement)**

### **Suspension**

Our greatest need is at our secondary schools:

Toro Canyon - 19.9% suspension rate (229 out of 1,151)  
DMHS - 17.1% suspension rate (371 out of 2,163)  
CVHS - 10% suspension rate (286 out of 2,836 students)  
BD - 20.9% suspension rate (161 out of 770 students)  
CDA - 18.9% suspension rate (191 out of 1,009)

Student Groups that need additional support:

American Indian -12.3% suspension rate (13 out of 106 students)  
Foster - 12.1% suspension rate (13 out of 107 students)  
African American - 9.8% suspension rate (4 out of 41 students)  
Students with Disabilities - 9.2% suspension rate (203 out of

2,215 students)

At CVHS

125 of 286 suspensions were for drug related incidents - 43.7%  
28 out of 286 of suspensions were violent involving no injury 9.7%  
114 out of 286 of suspensions were violent involving injury 39.8%  
49.6% of total suspensions were for violence

At DMHS:

73 out 371 suspensions were for drug related incidents - 19.6%  
183 out of 371 of suspensions were violent involving no injury  
95 out of 371 of suspensions were violent involving injury  
75% of total suspensions were for violence

### ***Expulsions***

We had 11 students expelled in 2017-18 - which is less than the 16 students in 2016-17

To decrease our suspension rates, and create a positive school climate, CVUSD will:

Continue to provide additional support to schools that have high suspension rates and high levels of repeat suspensions

Continue to train staff in the implementation of: PBIS, Restorative Justice (RJ), Transformational Learning

Continue to provide training and guidance for staff in the implementation of:

Xinatchli - comprehensive and culturally-competent bicultural youth character development for female students

Joven Noble - Culturally rich character development training that includes youth leadership development curriculum

## **Priority 8: Other Pupil Outcomes**

### ***Advanced Placement***

Less than 60.78% of students enrolled in an AP course took the respective AP test (given that test takers include students currently enrolled, retakes and students not enrolled in an AP Course).

The percentage of students enrolled in a 4-year institution the fall immediately after high school has decreased by 2% from 22-20%



**Physical Fitness Test (PFT)**

PFT: when comparing 2015-16 to 2016-17 data for 5th grade, we had a slight decrease of 2%- Abdominal strength, and we are at our lowest percentage from the last 4 years at 64%

To increase and support the number of students taking AP classes and AP tests and improve performance on the PFT, CVUSD has and will continue to provide the following:

Staff and Administration attended the "Organizing your AP Exam Administration" offered by the College Board. Students at each of the high schools attended the AP Readiness program at University of California Riverside (UCR).

CVUSD will provide funding for AP assessments for all students taking an AP test.

Advancement via Individual Determine (AVID)

CVUSD will continue to provide the mandated amount of Physical Education to students per week.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

**Performance Gaps****Priority 4 - Pupil Achievement**

Foster Youth and Students with Disabilities (SWD) are two student groups that have Performance Gaps when compared to the "All Students" student group.

In ELA, the performance Indicator for Foster Youth students is Red (very low), with a significant decrease in the number of students meeting/exceeding standard - a decline of 37.1 points. The foster youth performance level is -117.9 points from Standard Met, compared to All Students performance level of -57.8 points from Standard Met.

In Math, the performance Indicator for Foster Youth students is Red (very low), with a significant decrease in the number of students meeting/exceeding standard - a decline of 49.3 points. The foster youth performance level is -152.8 points from Standard Met, compared to All Students performance level of -88.1 points from Standard Met.

Another student group that is performing significantly below the "All Students" group is the Students with Disabilities (SWD) student group.

In ELA, SWD show a performance level of -143.8 points from Standard Met (Orange), compared to All Students performance level of -57.8 (Yellow). The SWD student group did show an 8.2 point gain in meeting/exceeding standard.

In Math, SWD show a performance level of -172.0 points from Standard Met (Orange), compared to All Students performance level of -88.1 (Yellow). However, the SWD student group showed a 13.2 point gain in meeting/exceeding standard.

**Performance Gaps by Student Group**  
**Performance on the CAASPP – Spring 2018**

Student Group	Performance Level - Distance from Standard Met	Change from prior year	Performance Level Color
ELA: All Students	-57.8	+8.2	Yellow
ELA: Foster Youth	-117.9	-37.10	Red
ELA: SWD	-143.8	+8.2	Orange

<b>Math: All Students</b>	<b>-88.1</b>	<b>+6.3</b>	<b>Yellow</b>
<b>Math: Foster Youth</b>	<b>-152.8</b>	<b>-49.30</b>	<b>Red</b>
<b>Math: SWD</b>	<b>-172</b>	<b>+13.2</b>	<b>Orange</b>

A District counselor's responsibilities include supporting our foster student population. A focus this year has been ensuring site awareness and identification of our foster student population in order to identify student needs. Academic and enrichment services are provided based on student need.

The district has identified multiple areas of improvement within servicing our students with disabilities. We are addressing the identified areas through increasing our professional development to strengthen all teachers' and paraprofessionals' ability to address the curricular, behavioral, and social-emotional needs of our SWD.

Students with Disabilities - remained Red on the College Career Indicator (CCI) with 5.1% of students prepared for College and Career compared to 31.4% of All Students.

Foster Youth - Red (very low) on both ELA & Math CAASPP. DMHS EL learners' performance level is Red (very low) in ELA overall performance, but they did maintain.

WSHS EL Declined 8.8 points in ELA, and declined 3.4 points in Math.

WSHS Hispanic students declined 14.7 points in ELA, and declined 9.6 points in Math.

WSHS Socio-economically disadvantaged (SED) student group declined 10.1 points in ELA, and declined 6.8 points in Math

To close the gap in performance between our student groups, and increase College and Career readiness for all students, CVUSD has implemented the following:

A College and Career Coordinator was hired  
Provided Master Schedule Training for Secondary administration and personnel

Provided ongoing Counselors' Support with collaboration between Education Services and Secondary counselors

Created 4/6 Year Plans for high school and middle school students  
Participated in College and Career District Events

Engaged in Course Audits  
UCR AP Readiness Program

Created Data Systems  
Added Dual Enrollment Courses

Adopted California College Guidance Initiative (CCGI)

Ensured students taking an Advanced Placement (AP) course take the AP Exam with appropriate supports

## **Priority 5: Pupil Engagement**

### ***Chronic Absenteeism***

The CA Dashboard data shows significant gaps in attendance between All students and our American Indian, 2 or more races, White, and Student with Disabilities students groups.

### **Chronic Absenteeism**

**Source: California School Dashboard (2018)**

Student Group	Absenteeism Rate	Dashboard Color	Change from Prior Year
All Students	12.1%	Orange	+0.6%
American Indian	26.6%	Red	-0.4%
2 or more races	19.2%	Yellow	-0.8%
White	19.7%	Orange	+1.9%
Students with Disabilities	17.7%	Orange	+0.3%

To lower our absenteeism and dropout rates, CVUSD has implemented the following:

Implemented programs that engage students and contribute to an increasing graduation rate such as Advancement Via Individual Determination (AVID), Career Technical Education (CTE), and the PUENTE Program.

Hired an Attendance Coordinator  
 Recognize sites monthly for lowest absenteeism rate  
 Attendance Outreach - Door Knock - canvassing neighborhoods and knocking on doors to emphasize the importance of attendance  
 Monthly Site Attendance Reports  
 PBIS (Elementary)  
 Transformation Learning (Secondary)  
 Restorative Justice (Middle School)  
 School Attendance Review Board (SARB)  
 Sprigeo Online Bullying Reporting  
 Friday Night Live  
 Social-emotional & behavioral supports - Individual therapy, group therapy, family therapy, classroom-based counseling services  
 Parent workshops  
 Operation Safe House of the Desert

#### Priority 6: School Climate (Engagement)

Compared with the All Students group, there are gaps in suspension and expulsion for the following student groups:

##### ***Suspension***

Our greatest need is at our secondary schools:

Toro Canyon - 19.9% suspension rate (229 out of 1,151) (Red)  
 DMHS - 17.1% suspension rate (371 out of 2,163) (Orange)  
 CVHS - 10% suspension rate (286 out of 2,836 students) (Yellow)  
 BD - 20.9% suspension rate (161 out of 770 students) (Red)  
 CDA - 18.9% suspension rate (191 out of 1,009) (Orange)

Student Groups that need additional support:

(Orange) American Indian -12.3% suspension rate (13 out of 106 students)  
 Foster - 12.1% suspension rate (13 out of 107 students) (Orange)  
 (Red) African American - 9.8% suspension rate (4 out of 41 students)  
 Students with Disabilities - 9.2% suspension rate (203 out of 2,215 students) (Orange)

To close the gap in performance between our student groups, improve school climate, and reduce suspension rates CVUSD has implemented the following:

Schools trained by San Bernardino County Superintendent of Schools on Positive Behavior Intervention and Supports (PBIS)  
PBIS Leads at all 21 school sites  
Ongoing Staff Development for PBIS - Staff Development Dates: 11/6/18, 11/27/18, 1/15/19, 2/28/19, 3/20/19, 4/3/19  
Riverside County Latino Commission counseling services - Individual therapy, group therapy, family therapy, classroom-based counseling services  
Transformational Learning- National Compadres Network - Schools Began implementing Restorative Circles  
Increase students access to mental health services  
Licensed therapist available for crisis support\*  
Parent workshops\*

### **Priority 8: Other Pupil Outcomes**

There is a performance gap between the All students, English Learner (EL), Hispanic, and Socioeconomically Disadvantaged (SED) student groups compared with the Students with Disabilities (SWD) student group for the College and Career Indicator on the California dashboard. While there is not a color performance gap between the All students group and the English Learner student group, because they are both yellow, there is a large discrepancy in the performance level itself - 31.4% of All Students are prepared for College/Career compared to 11.6% of English Learner students.

- 31.4% prepared - All Students (Yellow)
- 30.8% prepared - Hispanic Students (Yellow)
- 30.8% prepared - Socioeconomically Disadvantaged (SED) Students (Yellow)
- 11.6% prepared - EL students (Yellow)
- 5.1% prepared - Students with Disabilities (SWD) (Red)

To close the gap in performance between our student groups and increase College & Career Readiness for all student groups, CVUSD has implemented the following:

Ensure appropriately assigned and fully credentialed teachers are assigned to work with students with the most intense needs.  
Use existing staff and master schedule to provide supports to students based on student needs at all levels TK-grade through grade12.  
Implementation of AVID strategies district wide:  
Middle school - reinforcing the organizational skills, and adding the following components WICOR, tutoring and AVID EXCEL  
High School - focused on WICOR, Socratic seminars and getting students ready to transition into their new phase in life college and career pathways  
Training for School MTSS Leadership Teams to identify specific site strengths and challenges regarding providing Tier 1, Tier 2 and Tier 3 interventions for Academic, Behavioral and Social Emotional support  
Continue to provide Read 180 and Math 180 intervention supports  
Provide Secondary Summer School and/or Extended School Year (ESY) for Credit Recovery.

### **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

## Schools Identified

Identify the schools within the LEA that have been identified for CSI.

The Every Student Succeeds Act (ESSA) requires states to identify multiple categories of schools for different types of support (with associated planning requirements).

In January 2019, two of CVUSD's schools, Bobby Duke Middle School and La Familia High School, were identified to receive Comprehensive Support and Improvement (CSI) based on the following criteria:

- Lowest performing 5 percent of Title I schools:
- Schools with all red indicators:
- Schools with all red but one indicator of any other color
- Schools with all red and orange indicators
- Schools with five or more indicators where majority are red

\* High schools with graduation rates below 67 percent

Bobby Duke Middle School was identified as a CSI school based on all the 2018 CA Dashboard indicators being red or orange. The CA Dashboard data shows that the performance level in ELA was very low (Orange - 107.4 points below standard met) and the performance level in Math was also very low (Orange - 139.7 points below standard met). Indicators for Chronic Absenteeism and Suspension were very high (Red). Chronic absenteeism was at 21.7% having increased 2.8% and the Suspension rate was 15.1%, also having increased 2.8%

La Familia High School was identified as a CSI school based on the majority of the 2018 CA Dashboard indicators being red. 3 out the 5 indicators were red (Math, Suspension and College and the Career Indicator). The indicator for English Language Arts was orange, and the graduation rate indicator was yellow. The CA Dashboard data shows that the performance level in ELA was very low (Orange - 103.1 points below standard met) and the performance level in Math was also very low (Red - 203.8 points below standard met). Dashboard Indicators for Suspension was very high (Red) at 12.4% with an increase of 5% in 2017-18. The College and Career Preparedness indicator was at 0% having maintained at 0% from the previous year.

The Identification process occurred in 2018 and 2019 and then will occur once every three years. Schools can exit CSI every year based on Dashboard results.

## Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

The district supports the identified schools in refining their School Plan for Student Achievement (SPSA) which includes a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the school plan.

- Multi-Tiered System of Support (MTSS): an integrated, comprehensive framework to align academic, behavioral, and social-emotional learning in a fully integrated system of support
- Professional Development
- Transformational Learning Practices
- Positive Behavior Intervention and Supports (PBIS)
- Restorative Justice
- Joven Noble

The LCAP supports school efforts by:

- Building Capacity
- Partnering with Stakeholder groups
- Conducting needs assessments



- Identifying/Developing Evidence-based Interventions (strategies and activities)
- Developing, implementing, monitoring, and evaluating improvement efforts (Annual)
- Reviewing/Identifying Resource Inequities

### **Monitoring and Evaluating Effectiveness**

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

The district will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement both formally and informally. Formal monitoring will include individual school Action & Analysis meetings a minimum of three times during the year with the principal to discuss:

- progress on SPSA implementation
- data analysis (California School Dashboard, Interim Assessment Blocks, writing performance tasks)
- budget monitoring
- program effectiveness

Informal monitoring will occur through classroom/school walkthroughs, and review of documentation for professional development, meetings, parent activities (agendas, minutes, materials, surveys, etc.)

# Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

Increase pupil achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st Century.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 2: State Standards (Conditions of Learning)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Implementation of state standards: CVUSD will use the proposed Option 2: Reflection Tool from CA Dashboard.</p> <p>CA Dashboard Reflection Tool rating scale:</p> <p>1-Exploration and Research Phase 2- Beginning Development 3- Initial Implementation 4- Full Implementation 5- Full Implementation and Sustainability.</p> <p>I) Professional Development: Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum framework.</p>	<p><b>Metric/Indicator</b> Implementation of state standards: CVUSD will use the proposed Option 2: Reflection Tool from CA Dashboard.</p> <p>CA Dashboard Reflection Tool rating scale:</p> <p>1-Exploration and Research Phase 2- Beginning Development 3- Initial Implementation 4- Full Implementation 5- Full Implementation and Sustainability.</p> <p>I) Professional Development: Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum framework.</p>

## Expected

II. Instructional Materials: Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified in all classrooms where the subject is taught.

III. Progress Implementing Policies/Programs: Rate the LEA's progress in implementing policies or programs to support staff in identifying adopted academic standards and/or curriculum frameworks (e.g. Collaboration, focused classroom walkthroughs, teacher pairing).

IV. Rate the LEA's progress in Implementing standards for CTE/Health/PE/VAPA/World Language. For World Language - 7 of our 14 elementary schools offer dual language programs.

V. Engaging with teachers and school administrators for the following activities:

A) Identifying professional learning needs for teachers and staff as a whole: PLC summer training for all certificated staff. Each site leadership team will participate in depth training to develop protocols and expectations. District administration will conduct monthly walkthroughs after developing a strategic plan that includes appropriate tools for evaluation.

B) Identifying professional learning needs for individual teachers and staff: We will use data collected during district monthly walkthroughs to identify areas of need.

C) Providing support for teachers on standards they have not mastered: We will determine appropriate PD based on data collected from district monthly walkthroughs and initial incorporation of Early Intervention Teacher/Coach for all elementary schools.

VI. EL access to Common Core and ELD Standards.

**18-19** CA Dashboard Reflection Tool rating scale:

- 1-Exploration and Research Phase
  - 2- Beginning Development
  - 3- Initial Implementation
  - 4- Full Implementation
  - 5- Full Implementation and Sustainability.
- 

## Actual

II. Instructional Materials: Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified in all classrooms where the subject is taught.

III. Progress Implementing Policies/Programs: Rate the LEA's progress in implementing policies or programs to support staff in identifying adopted academic standards and/or curriculum frameworks (e.g. Collaboration, focused classroom walkthroughs, teacher pairing).

IV. Rate the LEA's progress in Implementing standards for CTE/Health/PE/VAPA/World Language. For World Language - 7 of our 14 elementary schools offer dual language programs.

V. Engaging with teachers and school administrators for the following activities:

A) Identifying professional learning needs for teachers and staff as a whole: PLC summer training for all certificated staff. Each site leadership team will participate in depth training to develop protocols and expectations. District administration will conduct monthly walkthroughs after developing a strategic plan that includes appropriate tools for evaluation.

B) Identifying professional learning needs for individual teachers and staff: We will use data collected during district monthly walkthroughs to identify areas of need.

C) Providing support for teachers on standards they have not mastered: We will determine appropriate PD based on data collected from district monthly walkthroughs and initial incorporation of Early Intervention Teacher/Coach for all elementary schools.

VI. EL access to Common Core and ELD Standards.

18-19 CA Dashboard Reflection Tool rating scale:

- 1-Exploration and Research Phase
  - 2- Beginning Development
  - 3- Initial Implementation
  - 4- Full Implementation
  - 5- Full Implementation and Sustainability.
-

## Expected

The goal for 2018-19 based on the CA Dashboard Reflection Tool is:

Note: 2018-19 Goals have been adjusted due to the 2017-18 ratings being lower than expected. Implementing the new ELA/ELD curriculum and the need for refinement and monitoring in Math are factors resulting in lower ratings.

### I) Professional Development:

#### Secondary:

ELA CCSS: 4

ELD (Aligned to ELA Standards): 3

Math CCSS: 2

Science NGSS: 3

History- Social Science: 2

#### Elementary:

ELA CCSS: 4

ELD (Aligned to ELA Standards): 3

Math CCSS: 3

Science NGSS: 2

History- Social Science: 2

### II. Instructional Materials:

#### Secondary:

ELA CCSS: 4

ELD (Aligned to ELA Standards): 2

Math CCSS: 4

Science NGSS: 2

History- Social Science: 2

#### Elementary:

ELA CCSS: 4

ELD (Aligned to ELA Standards): 4

Math CCSS: 4

Science NGSS: 2

History- Social Science: 2

### III. Progress Implementing Policies/Programs:

#### Secondary:

ELA CCSS: 2

ELD (Aligned to ELA Standards): 2

## Actual

Based on the outcomes for 2018-19 CA Dashboard Reflection Tool below, we met or exceeded standards for all sections and all content areas with the exception of I) Professional Development, II) Instructional Materials, and III) Progress Implementing Policies/Programs for Science NGSS and History-Social Science. See ratings below.

### I) Professional Development:

#### Secondary:

ELA CCSS: 4

ELD (Aligned to ELA Standards): 4

Math CCSS: 3

Science NGSS: 1

History- Social Science: 1

#### Elementary:

ELA CCSS: 4

ELD (Aligned to ELA Standards): 4

Math CCSS: 3

Science NGSS: 1

History- Social Science: 1

### II. Instructional Materials:

#### Secondary:

ELA CCSS: 4

ELD (Aligned to ELA Standards): 4

Math CCSS: 4

Science NGSS: 1

History- Social Science: 1

#### Elementary:

ELA CCSS: 4

ELD (Aligned to ELA Standards): 4

Math CCSS: 4

Science NGSS: 1

History- Social Science: 1

### III. Progress Implementing Policies/Programs:

#### Secondary:

ELA CCSS: 4

ELD (Aligned to ELA Standards): 4

## Expected

Math CCSS: 3  
Science NGSS: 3  
History- Social Science: 2

### Elementary:

ELA CCSS: 3  
ELD (Aligned to ELA Standards): 3  
Math CCSS: 3  
Science NGSS: 2  
History- Social Science: 2

#### **IV. Progress Implementing other adopted academic standards:**

CTE: 4  
Health Education: 2  
PE: 3  
VAPA: 4  
World Language: 2

#### **V. Engaging with teachers and school administrators for the following activities:**

A) Identifying professional learning needs for teachers/ staff as a whole: 3  
Secondary: 2  
Elementary: 2

B) Identifying professional learning needs for individual teachers and staff:  
Secondary: 2  
Elementary: 2

C) Providing support for teachers on standards they have not mastered:  
Secondary: 2  
Elementary: 2

#### **VI. EL Access to Common Core and ELD standards: 4**

Secondary: 3  
Elementary: 4

### **-----Baseline-----**

#### CA Dashboard Reflection Tool rating scale:

1-Exploration and Research Phase  
2- Beginning Development  
3- Initial Implementation  
4- Full Implementation  
5- Full Implementation and Sustainability.

## Actual

Math CCSS: 4  
Science NGSS: 1  
History- Social Science: 1

### Elementary:

ELA CCSS: 4  
ELD (Aligned to ELA Standards): 4  
Math CCSS: 4  
Science NGSS: 2  
History- Social Science: 2

#### **IV. Progress Implementing other adopted academic standards:**

CTE: 4  
Health Education: 3  
PE: 4  
VAPA: 3  
World Language: 3

#### **V. Engaging with teachers and school administrators for the following activities:**

A) Identifying professional learning needs for teachers/staff as a whole: 3  
Secondary: 3  
Elementary: 3

B) Identifying professional learning needs for individual teachers and staff:  
Secondary: 2  
Elementary: 2

C) Providing support for teachers on standards they have not mastered:  
Secondary: 3  
Elementary: 3

#### **VI. EL Access to Common Core and ELD standards: 4**

Secondary: 4  
Elementary: 4

## Expected

## Actual

CVUSD Self reflection rating based on CA Dashboard Reflection Tool for:

### I) Professional Development:

#### Secondary:

ELA CCSS: 4

ELD (Aligned to ELA Standards): 3

Math CCSS: 4

Science NGSS:

History- Social Science: 1

#### Elementary:

ELA CCSS: 2

ELD (Aligned to ELA Standards): 2

Math CCSS: 3

Science NGSS: 1

History- Social Science: 1

### II. Instructional Materials:

#### Secondary:

ELA CCSS: 3

ELD (Aligned to ELA Standards): 3

Math CCSS: 4

Science NGSS: 2

History- Social Science: 1

#### Elementary:

ELA CCSS: 2

ELD (Aligned to ELA Standards): 2

Math CCSS: 3

Science NGSS: 1

History- Social Science: 1

### III. Progress Implementing Policies/Programs:

#### Secondary:

ELA CCSS: 3

ELD (Aligned to ELA Standards): 3

Math CCSS: 3

Science NGSS: 2

History- Social Science: 1

#### Elementary:

ELA CCSS: 2

ELD (Aligned to ELA Standards): 2

Math CCSS: 3

Science NGSS: 1

History- Social Science: 1



## Expected

### IV. Progress Implementing other adopted academic standards:

CTE: 4  
Health Education: 1  
PE: 3  
VAPA: 3  
World Language: 5

### V. Engaging with teachers and school administrators for the following activities:

- A) Identifying professional learning needs for teachers and staff: 5
- B) Identifying professional learning needs for teachers and staff: 4
- C) Providing support for teachers on standards they have not mastered: 3

### VI. EL Access to Common Core and ELD standards: 2

#### Metric/Indicator

#### D. EL progress:

- 1) Annual CELDT test takers who increased at least 1 CELDT level
- 2) Annual CELDT test takers who maintained a score of 4 or 5

#### E. EL Reclassification Rate

18-19

#### D. EL progress:

(1&2) Given the transition from CELDT to ELPAC during the 2017-18 academic year this metric will be changed to emergent, bridging and expanding, CVUSD's goal is to have at least 10% of our EL population make progress based on the baseline of ELPAC from 2017-18.

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**E. 2016-17 EL Reclassification Rate** goal is to increase 3%; 17.9%

## Actual

#### Metric/Indicator

#### D. EL progress:

- 1) Annual CELDT test takers who increased at least 1 CELDT level
- 2) Annual CELDT test takers who maintained a score of 4 or 5

#### E. EL Reclassification Rate

18-19

#### D. EL progress:

CVUSD's goal to have at least 10% of our EL population make progress based on the baseline of ELPAC from 2017-18 will be reported late August.

(1 & 2) CVUSD's goal to have at least 10% of our EL population make progress based on the baseline of ELPAC from 2017-18 will be provided once data is released for the current 2018-19 ELPAC administration in late August by CDE in Dataquest.

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#### E. The 2016-17 EL Reclassification Rate

goal to increase 3% to 17.9% was not met by only 0.4%. The 2016-17 reclassification rate is 11.9% and the 2017-18 reclassification rate is 16.5%. Our 2018-19 reclassification rate is 17.5%

## Expected

### -----Baseline-----

#### D. EL progress:

- 1)The annual CELDT test takers who increased at least 1 CELDT level is 3,478/9,332 (37%) students improved by one proficiency level from 2015-16 to 2016-17
- 2)The annual CELDT test takers who maintained a score of 4 or 5 is 424/9,332 (5%); and 4/9,332 (0%) level 4 and 5 students maintained their level.

**E. 2016-17 EL Reclassification Rate:** 11.9 %

#### Metric/Indicator

##### Academic indicator & College/Career Indicator

- A. Statewide Assessments (Grades 3-8)
- B. 2015-16 A-G Completion
- C. 2015-16 Percentage of pupils who passed an AP Exam by earning a score of 3 or better.
- D. 2015-16 Percentage of Grade 11 pupils who participate and demonstrate college preparedness on SBAC by scoring Met (3) or Standard Exceeded (4).

- \* Course Access
- \* CTE Pathway Completion inclusive of unduplicated and exceptional needs students.
- \* Dual Enrollment (Academic/CTE subjects) inclusive of unduplicated and exceptional needs students.

\*The following metrics have been added to measure other pupil outcomes:  
PSAT  
RAPID  
State Seal of Biliteracy

#### 18-19

- A. 2018-19 3-8 grade ELA goal is to move to color yellow with an increase of a minimum of 7 points (-57.9 points from level 3, standard met). 2017-18 3-8 grade Math goal to increase a minimum of 5 points to remain yellow (-83.5 points from level 3, standard met).

## Actual

#### Metric/Indicator

##### Academic indicator & College/Career Indicator

- A. Statewide Assessments (Grades 3-8)
- B. 2015-16 A-G Completion
- C. 2015-16 Percentage of pupils who passed an AP Exam by earning a score of 3 or better.
- D. 2015-16 Percentage of Grade 11 pupils who participate and demonstrate college preparedness on SBAC by scoring Met (3) or Standard Exceeded (4).

- \*Course Access
- \*CTE Pathway Completion inclusive of unduplicated and exceptional needs students.
- \*Dual Enrollment (Academic/CTE subjects) inclusive of unduplicated and exceptional needs students.

\*The following metrics have been added to measure other pupil outcomes:  
PSAT  
RAPID  
State Seal of Biliteracy

#### 18-19

- A. The 2018-19 3-8 grade ELA goal to move to color yellow with an increase of a minimum of 7 points (-57.9 points from level 3, standard met). 2017-18 3-8 grade Math goal to increase a minimum of 5 points to remain yellow (-83.5 points from level 3, standard met) data will be provided by using preliminary scores from TOMS in July. Official test scores will be released by CAASPP in late August.

## Expected

- 1) All Students: increase 2% in ELA and Math; ELA 27% & Math 18% total
- 2) Students with disabilities: ELA 7% & Math 7% total
- 3) Socio-economically Disadvantaged: ELA 25% & Math 18% total
- 4) English Learners: ELA 10% & Math 10% total
- 5) Migrant: ELA 19% & Math 15%

B. 2018-19 A-G Completion goal is to increase 5%; 45.1% total

C. 2018-19 Percentage of pupils who passed an AP Exam by earning a score of 3 or better goal is to increase 2%; 42% total.

D. The 2018-19 Goal of Percentage of pupils who participate and demonstrate college preparedness on SBAC by scoring Met (3) or Standard Exceeded (4) for the following student groups is:

- 1) All Students: increase 2 % in ELA and Math; ELA 44.52% & Math 16.93% total
- 2) Students with disabilities: ELA 9.31% & Math 4% total
- 3) Socio-economically Disadvantaged: ELA 43.37% & Math 16.22% total
- 4) English Learners: ELA 6.3% & Math 4.92% total
- 5) Migrant: ELA 43.23% & Math 17.95%

### Course Access

\* The 2018-19 CTE Pathway Completion goal is to increase 7% of all seniors in the district for a total of 37%.

\*The Dual Enrollment (Academic/CTE subjects) Goal for 2018-19 is to increase access of articulation and dual enrollment courses from 4 to 6 courses.

ELA Status: 17 points below level 3 Change: +6 Math Status: 109 points below level 3; change: 5 points

\*Other pupil outcomes:

The 2018-19 PSAT goal is for all schools to administer the PSAT in the fall and score the following by grade level and assessment:

8th Grade: 25% will Met ERW Benchmark, and a minimum Mean score: 360

## Actual

- 1) All Students:
- 2) Students with disabilities:
- 3) Socio-economically Disadvantaged:
- 4) English Learners:
- 5) Migrant:

B. The 2018-19 A-G Completion goal to increase 5%; 45.1% total data will be released in December; however preliminary data will be provided in late August.

C. The 2018-19 Percentage of pupils who passed an AP Exam by earning a score of 3 or better goal to increase 2%; 42% total data will be provided in late August once data is released by College Board.

D. The 2018-19 Goal of Percentage of pupils who participate and demonstrate college preparedness on SBAC by scoring Met (3) or Standard Exceeded (4) for the student groups below will be provided once the CA-Dashboard releases in December 2019.

- 1) All Students:
- 2) Students with disabilities:
- 3) Socio-economically Disadvantaged:
- 4) English Learners:
- 5) Migrant:

### Course Access

\* The 2018-19 CTE Pathway Completion goal is to increase 7% of all seniors in the district for a total of 37% data will be provided late August.

\*The Dual Enrollment (Academic/CTE subjects) Goal for 2018-19 is to increase access of articulation and dual enrollment courses from 4 to 6 courses was exceeded with a total of 8 articulated courses.

\*Other pupil outcomes:

The 2018-19 PSAT goal for all schools to administer the PSAT in the fall was met and goal to meet the different score expectations were partially met, see scores below:

8th Grade: 22% Met ERW Benchmark (goal not met), and Mean score: 383 (goal exceeded)

## Expected

9th Grade: 22% will Met ERW Benchmark, and a minimum Mean score: 370

10th Grade: 28% will Met ERW Benchmark, and a minimum Mean score: 400

11th Grade: 32% will Met ERW Benchmark, and a minimum Mean score: 430

The 2018-19 RAPID goal is as follows:

RSP: \*CVUSD Spring Administration: 28%

Capstone: \*CVUSD Spring Administration: 52%

The 2018-19 SSB goal as follows: 170 SSB recipients

## Actual

9th Grade: 20 % Met ERW Benchmark (goal not met), and Mean score: 360 (goal not met)

10th Grade: 22% Met ERW Benchmark (goal not met), and Mean score: 374(goal not met)

11th Grade: 25% Met ERW Benchmark (goal not met), and a minimum Mean score: 403 (goal not met)

The 2018-19 RAPID outcomes are as follow: ADD

RSP: \* Based on the winter administration (Dec. 10 – Jan. 18), 16% of students met the RSP Goal. The CVUSD Spring Administration is scheduled for May 13th-June 6th; data will be provided late June.

Capstone: \* The CVUSD Spring Administration of 52% was ...

The 2018-19 SSB goal of 170 SSB recipients was not met, we had a total of 145 recipients. 144 Spanish and 1 Mandarin.

## Expected

## Actual

### Baseline

#### A. Statewide Assessments (Grades 3-8)

23% of pupils met or exceeded ELA standards, and 14% of pupils met or exceeded Math standards in 2015-16. ELA 5 by 5 status: yellow-very low- Distance from 3 (standard met) is 71.9 & change-increased +10 pts. Math: status: yellow-low- Distance from 3 is 93.5; change: yellow-increased +5.5

B. 2015-16 A-G Completion: 36.1%

C. 2015-16 Percentage of pupils who passed an AP Exam: 38.3%

D. 2015-16 Percentage of Grade 11 pupils who participate and demonstrate college preparedness on SBAC by scoring Met (3) or Standard Exceeded (4) for the following student groups:

- 1) All students: ELA 23%, Math 14%;
- 2) Students with disabilities: ELA 3%, Math 3%
- 3) Socio-economically Disadvantaged Students: ELA 21%, Math 14%
- 4) English Learners: ELA 6%, Math 6%
- 5) Migrant: ELA 15%, Math 11%.

#### \*Course Access

\*2015-16 CTE Pathway Completion; 23% of all seniors in the district.

\*Dual Enrollment (Academic/CTE subjects): 1 Course (24 students), 18/24 (75%) students received 3 college credits.

ELA Status: Distance from 3 is 30 points: positive change +28.4. Math Status: Distance from 3 is 118 points; positive change: +4.4 points

#### \*Other pupil outcomes:

The following baselines have been added to measure other pupil outcomes:

PSAT  
RAPID  
IAB's  
State Seal of Biliteracy

#### PSAT:

PSAT 8/9 Mean Score Range: 120-720

PSAT/NMSQT (10/11) Mean Score Range: 160-760

8th Grade Spring (CDA): 35% Met ERW, Mean Score: 368

8th Grade Fall (BD, TC & WS): 20% Met ERW, Mean Score: 344

9th Grade Fall: 17% Met ERW Benchmark, Mean Score: 355

## Expected

### PSAT/ NMSQT:

10th Grade Fall: 23% Met ERW Benchmark, Mean Score: 385

11th Grade Fall: 27% Met ERW Benchmark, Mean Score: 416

### RAPID:

Reading Success Probability Scores (RSP): Cumulative scores of all tasks above 50%

\*CVUSD Spring Administration: 23%

Capstone: Students above the 25th percentile on their respective Components-K: Phonological Awareness, 1-2: Word Reading, 3-12- Reading Comprehension.

\*CVUSD Spring Administration: 47%

State Seal of Bi-literacy(SSB): 142 recipients

## Actual

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>IMPLEMENTATION OF STATE STANDARDS</p> <p>Implement state standards as an integrated model of literacy. The focus remains on student achievement as measured by CAASPP and local assessments. Actions for Implementation of state standards:</p> <p>1) Professional Development:</p> <p>Teachers will continue to participate in professional development to effectively implement curriculum and assessments for all content areas, including but not limited to: ELA, ELD, Math, Science and History-SS. As a result of negotiation, CVUSD will provide two additional professional development days for teachers paid at their per diem rate.</p>	<p>IMPLEMENTATION OF STATE STANDARDS</p> <p>State standards were implemented as an integrated model of literacy</p> <p>1) Professional Development</p> <p>*State Assessments:</p> <ul style="list-style-type: none"> <li>Special education teachers received training on Universal Tools, Designated Support &amp; Accommodations for all state assessments and the process for selecting accommodations for college assessments.</li> <li>ELPAC speaking calibration training for elementary and selected ELA/ELD secondary training.</li> </ul> <p>*Local Assessments:</p> <ul style="list-style-type: none"> <li>5 Elementary Model School sites teachers (including SPED) were trained in the District-wide writing initiative to support Argument/Opinion writing and Informative/Explanatory writing, as well as the CAASPP Performance Tasks.</li> </ul>	<p>1000-3999: Salaries and Benefits - \$8,600,944 LCFF Supplemental/Concentration 0761 \$8,600,944</p> <p>1000-3999: Salaries and Benefits - \$6,220,676 5000-5999: Services and Other Operating Expenditures - \$208,602 Title I 3010 \$6,429,278</p> <p>1000-3999: Salaries and Benefits - \$559,670 5000-5999: Services and Other Operating Expenditures - \$73,722 Title II 4035 \$633,392</p>	<p>1000-3999: Salaries and Benefits - \$8,547,851 LCFF Supplemental/Concentration 0761 \$8,547,851</p> <p>1000-3999: Salaries and Benefits - \$ 5,056,633 5000-5999: Services and Other Operating Expenditures - \$400,000 Title I 3010 \$5,456,633</p> <p>1000-3999: Salaries and Benefits - \$175,000 5000-5999: Services and Other Operating Expenditures - \$28,050 Title II 4035 \$203,050</p>

- All Secondary English teachers (including SPED) were trained in the District-wide writing initiative to support Argument/Opinion writing and Informative/Explanatory writing, as well as the CAASPP Performance Tasks.
- Secondary English teachers at all sites, except CDA received follow up training/support for newly adopted HMH Collections curriculum and assessments.
- 10 out of 14 Elementary VAPA teachers received training/support for newly adopted VAPA standards.
- Integrated/designated ELD instruction was supported by the EL department through: ELD Collaboration Days, EL department walkthroughs, and professional development in the following: English 3D, DL Collaboration Days, CAFE Professional Development, iStation, Rosetta Stone, LAS Links and AVID Excel.
- Assessments: ELD Benchmark was implemented for the first time this school year. LAS Links was implemented.

TOSA Support included:

\* 34 days of TOSA facilitation of Writing Training

	<ul style="list-style-type: none"> <li>* 4 days of Assistant Principal support/training</li> <li>* 4 Writing PDs given by TOSA</li> <li>* 20 days of TOSA Grade Level PLCs around</li> </ul> <p>Writing</p>
2) Instructional Materials:	2) Instructional Materials
Implement state standards as an integrated model of literacy to focus on results and outcomes. ELD, ELA and Math standards maps and pacing guides will continue to be refined during 2018-2019 to align the curriculum and assessments to address all standards for students.	Curriculum, Instruction and Assessment (CIA) Committee met regularly in order to refine and align pacing guides, curriculum and assessments.
Elementary, middle, and high schools will pilot History-SS instructional material for future adoption using the adoption toolkit.	ELD Collaboration days at the secondary level took place twice this year; 8 elementary schools started professional development in February 2019 with the focus being on the EL Roadmap, Integrated vs Designated ELD, ELD standards, demo lessons, EL focus strategies, reintroduction of Thinking Maps for EL students, and ELD Benchmark & ELPAC data & resources/strategies.
Implementation of the district's Mobile Learning Initiative (MLI) to provide one-to-one student iPads to support technology integration in the classroom.	Dual language teachers received standards-aligned curriculum support from CAFE through site visits, collaboration days, and Dual Language Guidance Team meetings.
* Discovery Education - CVUSD will not be renewing this license.	Data was analyzed for the ELD Benchmark, LAS Links, and iStation and guided instruction.
	History Social Science Instructional Materials Adoption

Committees were formed in Elementary and Secondary and began the process of possible adoption of new instructional materials and possible assessments.

The 2018-2019 school year marked the sixth year of CVUSD's One-to-One iPad Initiative. There were 18,135 student iPads and 900 staff iPads in our learning environments. No changes in the implementation model were made for this school year. All iPads remained in carts and were not taken home at either the elementary or secondary grade levels.

This year, no actual expenditures occurred from the Measure X Bond in support of the Mobile Learning Initiative. The Measure X Bond Oversight Committee is electing members in the 2018-2019 school year to consider proposals for refreshing older devices for teachers and students, as well as supplementing devices for the cart model in the middle and high schools.

The Technology Services Department provided both technical support through Informational Technology (IT) and support with implementing technology into instruction through Educational Technology (EdTech).

### 3) Implementation of Policies

### 3) Implementation of Policies/Programs

(e.g. Collaboration, focused classroom walkthroughs, teacher pairing, etc.):

Increased student instructional time and teacher collaboration time as a result of negotiations will remain throughout the year to better meet the instructional needs of all students for all content areas, including but not limited to: ELA, ELD, Math, Science and History-SS.

### 4) Implementing standards for:

CTE: CTE teachers will be provided sub release time with academic teachers to integrate CTE and CCSS standards into key assignments. 3rd party assessments will be piloted.

Health:

PE: Elementary classroom teachers of record will continue to provide 200 minutes of physical education every ten school days. Secondary PE teachers will

Academic Performance has shown an increase of 8.2 points in ELA and 6.3 points in Math. Secondary sites increased their instructional time by 20 minutes a day; at the elementary level teachers planning time has increased by 20 minutes given them a total of 35 minutes of planning time at the end of the instructional day. An Early Release Wednesday schedule was implemented across the District. The first and third Wednesday of the month were used for district/site-led staff development. The second, fourth and fifth Wednesday of the month were used for PLC's.

### 4) Implementation of Standards

Eight CTE courses with Key Assignments were updated by CTE and Academic Teachers. An additional five courses will be completed by the end of the year. NOCTI 3rd party assessments were scheduled to pilot for 100 students in May, which offered certifications and college credit for students who passed with a 70% or better.

Teachers daily schedule and lesson plans reflected physical education instructional minutes requirements.

At the secondary level PE is part of the master calendar.

continue to provide 400 minutes of physical education every ten school days.

Visual and Performing Arts:  
Implement VAPA at elementary schools grades 4-8. Refine VAPA programs at secondary schools.

World Languages: Refine the Dual Language program across the district and explore offering additional world language electives.

All elementary schools implemented Pathway to Success in grades 4-6th in January, giving our students 30 minutes of additional instruction time in the area Visual and Performing Arts. 14 out of 14 Elementary VAPA teachers received training/support for newly adopted VAPA standards. Pathway to Success teachers met as a team on one PLC Wednesday to ensure consistency from site to site.

CVUSD partnered with CABA to provide support in setting common expectations across our 7 dual language elementary school sites, which are in alignment with our Dual Language Master Plan. Professional development (PD) was offered to our participating staff through day-long pull out PD sessions by grade level spans, site PLC collaboration days, and coaching days for site administrators and lead teachers.

65 elementary dual language teachers participated in 4 professional development days focused on Dual Language Research & Practice, Academic Spanish, and Best Practices. In addition, the district explored options to provide a transition for our elementary students to have a Language Pathway to transition into when they enter middle



<p>--MOVED TO Goal 1, Action 3--</p> <p>Prepare students for success in high school, college and careers, especially for students traditionally underrepresented in higher education.</p> <p>* Career Technical Education * Advancement Via Individual Determination (AVID)</p> <p>-----</p> <p>5) Engage with teachers and school administrators by providing district/site-led professional development, through site/district walkthroughs and evaluation of assessments to:</p> <p>A) Continue to identify progression learning needs of groups of teachers or staff as a whole</p> <p>B) Continue to identify professional learning needs of individual teachers and staff</p> <p>C) Continue to provide support for teachers on standards they have not mastered</p>	<p>school. Several options were presented to the Board and other stakeholders for review for implementation in 2019-2020.</p> <p>5. A) B) C)</p> <p>Engage with teachers and school administrators by providing district/site-led professional development</p> <p>School administrators received foundational training throughout the year in the following topics:</p> <p>* CAASPP Administration and ongoing organization for state assessments via bimonthly meetings</p> <p>* ELPAC Administration including Speaking Calibration</p> <p>* IAB administration, reporting system and data analysis.</p>
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\* District-wide writing initiative to support Argument/Opinion writing and Informative/Explanatory writing, as well as CAASPP Performance Tasks.

- Curriculum, Instruction & Assessments (CIA)  
Committee meetings were held for all grades focusing on ELA & Math. All teachers participated via pull out sessions in order to collaborate regarding pacing & standards maps, curriculum and assessments. In addition, information regarding grade level and individual teacher's professional development needs was collected.
- 5 Elementary Model School sites teachers (including Special Education) were trained in the District-wide writing initiative to support Argument/Opinion writing and Informative/Explanatory writing, as well as CAASPP Performance Tasks.
  - All Secondary English teachers (including Special Education) were trained in the District-wide writing initiative to support Argument/Opinion writing and Informative/Explanatory

The Elementary Assistant Principals will have a new title beginning the 2018-19 school year which is, Assistant Administrator of Instructional Improvement TK-6. They will be responsible for providing instructional leadership to ensure all students are provided a challenging core curriculum and meet state and district standards and expectations. They will assist in the design, implementation, monitoring, and evaluation of supplemental programs and services focused on increasing academic achievement and closing achievement gaps.

Instructional Technology Coordinator will collaborate with teachers and administrators to support integration of technology with various standards-aligned curriculum platforms.

writing, as well as CAASPP Performance Tasks.

- Assistant Administrator of Instructional Improvement (AII) TK-6 focus was to provide professional development support based on site, grade level and/or individual needs.

The Educational Technology Coordinator

\* oversaw the development and implementation of training curriculum around several of the technology platforms used within the district including programs from Google, Adobe, Microsoft, Apple, and others.

\* worked with site and district administrators, TOSAs, and PLC leads to schedule trainings for school staff and departments around ways to use technology tools and strategies to support district academic initiatives including, but not limited to: writing, math, science, coding, digital storytelling, VAPA, STEAM, PBIS, social-emotional supports, and other areas.

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LCFF Supplemental/Concentration

- \* Assistant Principals and Principals on special assignment to provide instructional coaching and supplemental site support (\$0)
- \* Continue to increase student instructional time and teacher collaboration time in grades Transitional Kindergarten through 12th grade by 100 minutes per week & provide two additional professional development days for teachers paid at their per diem rate. (\$6,459,715)
- \* Secondary Assistant Principal salaries to provide instructional coaching and supplemental site support (25%) (\$373,940)
- \* Assistant Administrator of Instructional Improvement TK-6 salaries to provide instructional coaching and supplemental site support (50%) (\$1,140,643)
- \* Continue funding 2 Aquatics Instructors (\$255,981)
- \* Continue funding 2 Lifeguards (\$121,328)
- \* Continue funding 1 Curriculum Resource Technician (\$84,000)

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LCFF Supplemental/Concentration

- \* Assistant Principals and Principals on special assignment provided instructional coaching and supplemental site support (\$0)
- \* There was an Increase of student instructional time and teacher collaboration time in grades Transitional Kindergarten through 12th grade by 100 minutes per week and two additional professional development days were provided for teachers. (\$6,459,715)
- \* Secondary Assistant Principals provided instructional coaching and supplemental site support (\$403,577)
- \* Assistant Administrators of Instructional Improvement TK-6 salaries provided instructional coaching and supplemental site support (20%) (\$1,116,555)
- \* 2 Aquatics Instructors provided aquatics instruction during physical education classes at CVHS and DMHS. (\$196,625)
- \* 2 Lifeguards provided support for aquatics instruction during physical education classes at CVHS and DMHS. (\$116,156)
- \* There was one Curriculum Resource Technician in place who

<p>* Educational Technology Coordinator (\$165,337)</p> <p>• -----</p> <p>Title I</p> <p>* Elementary Assistant Administrators of Instructional Improvement TK-6 salaries to provide instructional coaching and supplemental site support (50%) (\$1,140,643)</p> <p>* Continue funding 2 Technology TOSAs (100%) and 50% FTE support (\$338,613)</p> <p>* Continue funding 2 Common Core TOSAs (\$270,996)</p> <p>* Visual &amp; Performing Arts (VAPA) (\$2,500,000)</p> <p>* Professional Development (\$2,179,026)</p> <p>• -----</p>	<p>provided site support with instructional materials. (\$89,886)</p> <p>* The Educational Technology Coordinator provided support for technology integration in the classroom. (\$165,337)</p> <p>• -----</p> <p>Title I</p> <p>* The Elementary Assistant Administrators of Instructional Improvement TK-6 provided instructional coaching and supplemental site support (80%) (\$1,116,555)</p> <p>* The 2 Technology TOSAs provided support for technology integration in the classroom. (\$335,067)</p> <p>* 2 Common Core TOSAs provided instructional support for teachers. (\$268,445)</p> <p>* Visual &amp; Performing Arts instruction was provided for all 4-6 grade students at every school. 17 teachers and # instructional aides were hired to implement the program (\$1,783,170)</p> <p>* Professional Development including summer was provided (\$1,953,396)</p> <p>• -----</p>
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Title II

\* 3 Common Core & 1 NGSS TOSAs (\$0) Funding changed to Title I

\* OMS (\$0) In 2017-2018 school year - 51 professional Development events were recorded. Due to the low usage, the contract for OMS will not be renewed.

\* Professional development (\$633,392)

Title II

\* Professional development was provided to teachers and administrators. (\$203,050)

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>SUPPORT ENGLISH LEARNER STUDENTS</b></p> <p>As a result of negotiations, increase student instructional time throughout the year to better meet the instructional needs of low income, Migrant, and EL students.</p> <p>CVUSD will continue to support the following programs to support ELL and migrant students' academic success:</p> <ul style="list-style-type: none"> <li>Migrant Education</li> </ul> <p>Continue to implement research based instructional practices and support teachers with:</p>	<p><b>SUPPORT ENGLISH LEARNER STUDENTS</b></p> <p>An increase of 20 minutes of instructional time was implemented. As a result, there was an opportunity for Integrated ELD instruction to continue to be embedded in all content areas for a longer portion of the school day, as ELD standards can be integrated into all contents.</p>	<p>1000-3999: Salaries and Benefits - \$1,161,428 4000-4999: Books and Supplies - \$0 5000-5999: Services and Other Operating Expenditures - \$0 LCFF Supplemental/Concentration 0761 \$1,161,428</p> <p>4000-4999: Books and Supplies - \$29,553 Title III Immigrant 4201 \$29,553</p> <p>1000-3999: Salaries and Benefits - \$932,436 4000-4999: Books and Supplies - \$3,000</p>	<p>1000-3999: Salaries and Benefits - \$1,078,874 4000-4999: Books and Supplies - \$0 5000-5999: Services and Other Operating Expenditures - \$0 LCFF Supplemental/Concentration 0761 \$1,078,874</p> <p>1000-3999: Salaries and Benefits - \$30,000 4000-4999: Books and Supplies - \$16,413 Title III Immigrant 4201 \$46,413</p> <p>1000-3999: Salaries and Benefits - \$869,530 4000-4999: Books and Supplies - \$122,268</p>



instructional rounds, refine services for English learners (ELs) and refine Dual Language instruction.

Appropriate use of instructional materials and sustained professional development will result in a 15% reclassification rate overall, including increasing ELPAC level scores and the number of students scoring ELPAC levels 3 & 4, and overall academic achievement demonstrated by SBAC.

Appropriate use of instructional materials and sustained professional development resulted in a 17.5% reclassification rate, including increasing ELPAC level scores and the number of students scoring ELPAC levels 3 & 4, and overall academic achievement demonstrated by SBAC.

ELD was supported through integrated and designated instruction.

ELL and Migrant TOSAs provided support to Sheltered English Immersion (SEI) and Dual Language (DL) teachers. They helped with lesson design, data analysis, professional development, and program implementation.

Implementation of the migrant after school tutoring program took place at 7 elementary schools, 2 middle schools, and 3 high schools. An average of 200 students attended at the elementary schools. An average of 50 students are attended at the secondary schools.

In addition to the academic support provided, students also participate in: speech and debate, Digicom, family math nights, Migrant career day, online credit recovery,

5000-5999: Services and Other Operating Expenditures - \$350,034  
Title III LEP 4203 \$1,285,470

2000-3999: Salaries and Benefits - \$0 Title I 3010 \$0

1000-6999: Salaries, Materials and Supplies - \$1,368,945  
Migrant 3060 \$1,368,945

5000-5999: Services and Other Operating Expenditures - \$0  
Title III LEP 4203 \$991,798

2000-3999: Salaries and Benefits - \$0 Title I 3010 0

1000-6999: Salaries, Materials and Supplies - \$1,436,680  
Migrant 3060 \$1,436,680

educational excursions, Migrant career summer academy, and Migrant leaders club.

Implementation of the Migrant/ELL Summer Academy. In Summer 2018, an average of 180 students attended at the elementary level. An average of 100 students attended at the secondary level. A comparison of Pre/Post data in ELA and Math has shown as increase of 76%. Planning for Summer Academy 2019 was finalized per the Migrant District Service Agreement (DSA).

Migrant Outreach Teachers were assigned to our 2 comprehensive high schools to work alongside students to ensure they were on track for graduation, provided support for college admittance, identify resources they were eligible for, engaged in opportunities for them to develop their leadership skills, and connected to engagement opportunities within their community.

Per the DSA Migrant Plan, the ratio of students to teacher was 1:15 for our Migrant K-8 after school and summer programs. The ratio of students to teachers was 1:30 for Cyber High classes and tutoring. Our 2,600 Migrant students had an Individual Learning Plan (ILP) that was used to monitor their progress. The Migrant Coordinator and Migrant

Outreach Teacher conducted quarterly PLC meetings, where decisions were made on how to best meet the needs of our Priority For Service (PFS) students. The focus was on our 398 Priority For Service (PFS) students, which we received funding for.

Elementary schools implemented 45 minutes of daily designated English language development. In addition, secondary EL students received ELD instruction through a designated ELD class or through a SDAIE certified classroom teacher.

Implementation of Secondary ELD Collaboration Days (3 times per year), EL department walkthroughs, and professional development in the following: English 3D, DL Site Visits and Collaboration Days, Dual Language CAFE Professional Development, and AVID Excel.

Professional development was provided for elementary and secondary teachers on SDAIE strategies/best practices and research.

Dual Language Team members met once a month to continue to refine DL instruction practices. Meetings were in partnership with a CAFE representative.

Monthly meetings and regular communication with the site-based English Language Support

Assistants (ELSAs) allowed for our department to extend our support through them. ELSAs supported school sites with identification of ELs, assessments, and program/testing support. Examples included: ELPAC, LAS Links, iStation, and partnership with the EL Mentor to assist targeted long-term English learners (LTELs).

Language Acquisition Team (LAT) meetings moved to the Fall, and a total of 730 reclassifications took place as of Nov. 2018. ELSAs and EL Mentors collaborated with site administration, general education teachers and parents to carry out the meetings.

Professional development for site administrators on topics that pertain to ELL students included: EL Roadmap, reclassification, ELD Benchmark, legislative updates impacting ELL students, roles & responsibilities of different individuals working with ELLs (ELSAs, EL Mentor), and feedback on instructional rounds/walks.

Integrated/designated ELD professional development was provided to ELA/ELD teachers at secondary sites three times this year.

English Learner Professional Development for 9 elementary schools, targeting teachers in grades 3-6 were provided in two rounds. PD focused on:

\* the connections between the CA EL Roadmap

\*Integrated/Designated ELD

\* Best classroom practices

\* Academic discourse

\* Tech tools for English Learners

\* Writing for English Learners

\* ELD Benchmark

Students who are long-term English learners (LTELs) received extra support and mentoring through the support provided by the EL Mentor and were invited to participate in a summer school program geared to meet their LTEL status needs. EL Mentors, in collaboration with site administration, worked with strategic Long Term English learners (LTELs) in order to promote reclassification and served as the link between student, parents, teachers, and site admin. They developed individual learning plans (ILPs), focusing on individual student's academic needs to become English proficient

<ul style="list-style-type: none"> <li>• -----</li> </ul>	<ul style="list-style-type: none"> <li>• -----</li> </ul>
LCFF Supplemental/Concentration	LCFF Supplemental/Concentration
* EL Department salaries (\$386,735)	* EL Department salaries (\$314,224)
* Site EL Support Assistants (\$774,693)	* Site EL Support Assistants (\$764,650)
* AmeriCorps (\$0) N/A Position eliminated	* AmeriCorps (\$0) N/A Position eliminated
<ul style="list-style-type: none"> <li>• -----</li> </ul>	<ul style="list-style-type: none"> <li>• -----</li> </ul>
Title III Immigrant (\$29,553)	Title III Immigrant (\$46,413)
* Direct Support to Students (Materials and Supplies)	* Direct Support to Students (Materials and Supplies)
<ul style="list-style-type: none"> <li>• -----</li> </ul>	<ul style="list-style-type: none"> <li>• -----</li> </ul>
Title III LEP	Title III LEP
Professional Development	Professional Development
* 2 EL Teacher On Special Assignment-Salaries & benefits (\$306,452)	* 2 EL Teacher On Special Assignment -Salaries & benefits (\$252,196)
* 1 Migrant Outreach Teacher-Salaries & benefits (\$144,553)	* 1 Migrant Outreach Teacher-Salaries & benefits (\$146,258)
* English Learner Staff Support Professional Development including CAFE Conference (\$57,000)	* English Learner Staff Support Professional Development including CAFE Conference (\$4,155)
* RCOE Project and EL Directors and LTEL Task Force (\$5,000)	* RCOE Project and EL Directors and LTEL Task Force (\$2,609)

Programs & Activities	Programs & Activities
* State Seal of Biliteracy & Riverside County Seal of Multiliteracy (\$3,000)	* State Seal of Biliteracy & Riverside County Seal of Multiliteracy (\$3,000)
* K-12 Multiliteracy Pathway Task Force (\$25,000)	* K-12 Multiliteracy Pathway Task Force (\$11,951)
* Dual Language: CAFE Professional Development-Contract & subs (\$101,180)	* Dual Language: CAFE Professional Development-Contract & subs (\$59,113)
* Dual Language: Site DL Coordinators stipends (\$21,120)	* Dual Language: Site DL Coordinators stipends (\$20,910)
*Dual Language: Continuous Improvement Cycle Support -LAS Links, subs, iStation (\$133,984)	*Dual Language: Continuous Improvement Cycle Support -LAS Links, subs, iStation (\$179,854)
English Proficiency & Academic Achievement of ELs	English Proficiency & Academic Achievement of ELs
* Designated and Integrated ELD Professional Development (\$83,684)	* Designated and Integrated ELD Professional Development (\$42,127)
* Other support services for ELs (\$77,510)	* Other support services for ELs (\$85,705)
* Secondary LTEL Collaboration subs (\$22,680)	* Secondary LTEL Collaboration subs (\$12,780)
* English Learners with Disabilities Task Force pilot (\$25,040)	* English Learners with Disabilities Task Force pilot (\$11,611)
* Grades 5 - 12 EL Mentors (\$82,135)	* Grades 5 - 12 EL Mentors (\$75,261)
* Summer School and AVID Excel Bridge (\$155,132)	* Summer School and AVID Excel Bridge (\$69,427)



<p>Family and Community Engagement for ELs-CABE Conference (\$42,000)</p> <ul style="list-style-type: none"> <li>• -----</li> </ul> <p>Title I</p> <p>* AmeriCorps members cost (\$0)</p> <ul style="list-style-type: none"> <li>• -----</li> </ul> <p>Migrant</p> <p>* Direct Support to Students (Salaries, Materials and Supplies) (\$1,368,945)</p>	<p>Family and Community Engagement for ELs-CABE Conference (\$14,841)</p> <ul style="list-style-type: none"> <li>• -----</li> </ul> <p>Title I</p> <p>* AmeriCorps members cost (\$0)</p> <ul style="list-style-type: none"> <li>• -----</li> </ul> <p>Migrant</p> <p>* Direct Support to Students (Salaries, Materials and Supplies) (\$1,436,680)</p>
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### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>INCREASE STUDENT ACHIEVEMENT AND COLLEGE &amp; CAREER READINESS</p> <p>A. Statewide Assessments (Grades 3-8): CVUSD will continue to support the implementation of district benchmarks for ELA and Math:</p> <p>3-6 ELA: Rapid, Acuity, Curriculum based common assessments</p>	<p>INCREASE STUDENT ACHIEVEMENT AND COLLEGE &amp; CAREER READINESS</p> <p>A. CVUSD has been actively developing a comprehensive assessment system</p> <p>.</p> <p>RAPID assessments were successfully administered in grades K-6. Students took the Rapid assessment three times to monitor literacy progress. Data from RAPID was used as an indicator for intervention.</p>	<p>1000-3999: Salaries and Benefits - \$20,036,939</p> <p>5000-5999: Services and Other Operating Expenditures - \$10,570,923</p> <p>7000-7999: Other Outgo - \$698,895</p> <p>8000-8999: Contribution - \$150,300</p> <p>LCFF</p> <p>Supplemental/Concentration</p> <p>0761 \$31,457,057</p>	<p>1000-3999: Salaries and Benefits - \$21,221,905</p> <p>5000-5999: Services and Other Operating Expenditures - \$9,269,929</p> <p>7000-7999: Other Outgo - \$698,895</p> <p>8000-8999: Contribution - \$150,300</p> <p>LCFF</p> <p>Supplemental/Concentration</p> <p>0761 \$31,341,029</p>
		<p>1000-3999: Salaries and Benefits - \$320,429</p> <p>4000-4999: Books and Supplies -</p>	<p>1000-3999: Salaries and Benefits - \$274,895</p> <p>4000-5999: Books and Supplies -</p>

<p>3-6 Math: Acuity and Curriculum based common assessments.</p>	<p>For grades 3-6 assessments, the ACUITY company was no longer in service, therefore we opted to replace ACUITY by the CAASPP Interim Assessment Blocks (IABs) for ELA &amp; Math. IAB's are CAASPP assessments strictly aligned with the SBAC. IABs were administered successfully in both ELA and Math. All Administrators received training on accessing the reporting system and how to analyze the data.</p> <p>We no longer administered the common assessments that were created as part of the units of study due to our recent adoptions. Instead, Writing Benchmark Assessments were administered successfully in order to measure student's progress in writing to inform instruction and to collect implementation data for our district wide writing initiative.</p>	<p>\$250,000 Title I 3010 \$570,429</p> <p>Carl Perkins 3550 \$216,739</p>	<p>\$250,000 Title I 3010 \$524,895</p> <p>1000-3999: Salaries and Benefits - \$25,000 4000-4999: Books and Supplies - \$77,871 5000-5999: Services &amp; Other Operating Expenditures - \$143,000 Carl Perkins 3550 245,871</p>
<p>7-8 ELA: CAASPP Interim Assessments &amp; Teacher created common assessments focused on CCSS.</p> <p>7-8 Math: CAASPP Interim Assessments &amp; Teacher created common assessments focused on CCSS.</p>	<p>7-8 ELA &amp; Math Interim Assessments Blocks (IABs): IABs were administered successfully. Administrators received training on accessing the reporting system and how to analyze the data. Not all teachers received access or training.</p>	<p>CTE Incentive Grant 6387 \$1,395,036</p>	<p>1000-3999: Salaries and Benefits - \$567,488 4000-4999: Books and Supplies - \$213,807 5000-5999: Services &amp; Other Operating Expenditures - \$201,717 6000-6999: Equipment - \$381,695 CTE Incentive Grant 6387 \$1,364,707</p>
<p>B. A-G Completion: Continue expanding A-G courses</p>	<p>B. A-G Completion: Continued expanding A-G courses</p> <p>AERIES adjustment of courses not designated a-g</p>	<p>California Partnership Academies and 6385 \$300,600</p>	<p>1000-3999: Salaries and Benefits - \$109,118 4000-4999: Books and Supplies - \$81,482 5000-5999: Services &amp; Other Operating Expenditures - \$110,000</p> <p>California Partnership Academies 6385 300,600</p>
		<p>Agriculture Incentive Grant 7010 \$14,179</p>	<p>4000-4999: Books and Supplies - \$4,074 5000-5999: Services &amp; Other Operating Expenditures - \$4,966</p> <p>Agriculture Incentive Grant 7010 \$9,040</p>

	<p>AERIES adjustment of courses not in the correct a-g category</p> <p>Validation of Spanish courses for CSU/UC and High School graduation requirements</p> <p>Correction of courses added to the a-g list</p> <p>Correction of multiple course codes for the same course</p> <p>Correction of multiple transcript abbreviations for the same course</p> <p>Correction of multiple class titles for the same course</p> <p>Reactivation of archived courses</p> <p>New course submissions</p> <p>Creation of Site and District master list of a-g course offerings</p> <p>Collection and organization of a-g course outlines</p>	<p>College Readiness Block Grant 7338 \$380,807</p>	<p>1000-3999: Salaries and Benefits - \$65,000 4000-4999: Books and Supplies - \$226,571 5000-5999: Services &amp; Other Operating Expenditures - \$179,950 College Readiness Block Grant 7338 \$471,521</p>
	<p>C. AP Exam: Continue to fund AP assessments for all students taking the test.</p> <p>C. AP Exam: C. Since 2014, the last year of AP fee waivers, there has been a significant increase in the number of students taking AP tests; 224 students took the AP exam in 2014, and in 2015, 344 more exams were taken. The Spring of 2015 was the first year our district covered the full cost of the AP tests for all students.</p>	<p>1000-3999: Salaries and Benefits - \$15,067 4000-4999: Books and Supplies - \$1,000 Indian Education Formula Grant 4510 \$16,067</p>	<p>1000-3999: Salaries and Benefits - \$2,169 4000-4999: Books and Supplies - \$2,001 5000-5999: Services &amp; Other Operating Expenditures - \$13,000 Indian Education Formula Grant 4510 \$17,170</p>

<p>D. Grade 11 State Assessments: Math: Administer CAASPP Interim Assessments &amp; Districtwide Teacher Created Common Assessments focused on CCSS. ELA: Administer CAASPP Interim Assessments &amp; create Districtwide Common Assessments.</p> <ul style="list-style-type: none"> <li>• ----MOVED FROM Goal 1, Action 1-----</li> </ul> <p>Prepare students for success in high school, college and careers, especially for students traditionally underrepresented in higher education.</p> <p>* Career Technical Education</p>	<p>Administrators and support staff attended the “Organizing Your AP Exam Administration” training offered by college board. Students at each of the high schools have been attending the AP readiness program at UCR.</p> <p>D. Grade 11 State Assessments: 9-11 ELA &amp; Math Interim Assessments Blocks (IABs): IABs were administered successfully. Although administrators have received training on accessing the reporting system and how to analyze the data, not all teachers have received access or training.</p> <p>9-11 Math Common Assessments: Math teacher created common assessments were administered in all math courses by content area and used as first semester final exams by most teachers.</p> <p>9-11 ELA Writing Benchmarks</p> <ul style="list-style-type: none"> <li>• ----MOVED FROM Goal 1, Action 1-----</li> </ul> <p>Prepare students for success in high school, college and careers, especially for students traditionally underrepresented in higher education.</p> <p>* Career Technical Education</p> <p>Four planned professional development trainings took place with a focus on ensuring students</p>
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\* Advancement Via Individual  
Determination (AVID)

in CTE programs met "prepared"  
on college and career indicators.

Professional Development (PD)  
was specific to engaging with  
college faculty to offer college  
credit courses.

Bus transportation was provided to  
all secondary sites for post-  
secondary field trips and all K-12  
sites for career exploration field  
trips and post-secondary field trips.

Bus transportation was provided to  
all secondary sites for students to  
attend college and career fairs.

Funding was provided specifically  
to West Shore High School to  
support a college and career fair.

Six new articulation agreements  
with College of the Desert were  
signed to award college credit for  
CTE high school courses.

\* Advancement Via Individual  
Determination (AVID)

CVUSD fully implemented AVID  
strategies districtwide. At the  
elementary level the focus was on  
organizational skills that included:  
agenda, binder and 2 and 3  
column note-taking. Middle  
schools reinforced the  
organizational skills, and added  
the following components: WICOR,  
tutoring and AVID EXCEL for our  
English language learners. High  
School focused on WICOR,

[illegible]

Socratic seminars and getting students ready to transition into their new phase in life - college and career pathways.

\* PUENTE was offered at one of high school, and we were in the process of expanding it to all of our high schools.

\* CVUSD continued funding the following programs in order to support student academic achievement and provide a broad course of study towards meeting the CCSS:

- After School Education & Safety (ASES) (moved to Goal 3, Action 2)
- Gifted and Talented Education (GATE)
- Continued to fund extended day for Kindergarten

All 14 elementary sites have extended full day kinder, our students benefited from the additional instructional minutes. Based on our RAPID data we were able to track our students' progress.

- Early Childhood Programs

All 14 elementary sites have extended full day kinder, our

<ul style="list-style-type: none"> <li>• LCFF S/C allocation to each school site for intervention purposes (captured in Goal 1, Action 4)</li> <li>• Ethnic Studies</li> </ul>	<p>students benefit from the additional instructional minutes. Based on our RAPID data we were able to track our students' progress.</p> <ul style="list-style-type: none"> <li>• LCFF S/C allocation to each school site for intervention purposes (captured in Goal 1, Action 4)</li> <li>• Ethnic Studies</li> </ul> <p>Ethnic Studies teachers met for two days in the summer for professional development. A total of 26 teachers participated on both days. Teachers from DMHS, CVHS, and WSHS participated in the training. Meetings twice a month with lead teachers allowed for program implementation planning to continue. DMHS held a demo lesson day for teachers from the other two sites to participate in, and CVHS had their day on January 30th. Additional PD days included a visit from a professor and a practitioner. Expenses were carried out as planned.</p> <ul style="list-style-type: none"> <li>• Indian Education</li> </ul> <p>Conference in April Development of students' ILPs</p>
<p>* Pathway Completion:</p> <ul style="list-style-type: none"> <li>• Continue professional development for counselors</li> </ul>	<p>* Pathway Completion:</p> <p>A training was held September 21st for all 25 CTE teachers and HS assistant principals - the topics</p>



- Continue & refine recruitment of students of students into pathways
- Continue to work with parent engagement committees to develop a CTE communication plan.

included Pathway completion, Recruitment, and Dual Enrollment. Every CTE program must have at least one college credit course offered as part of their program, teachers were working towards that goal for next year. Currently, CTE offers six courses for college credit.

All CTE teachers have attended, or are scheduled to attend professional development on a variety of topics related to CTE and preparing students for college and career readiness.

All teachers attended training to understand pathway completion guidelines - counselors were provided the sequence of CTE course progression with training to understand what makes a pathway complete for CTE.

All high school sites completed recruitment activities on their campuses for CTE enrollment - this also included middle school presentations.

All CTE teachers were allocated extra service hours to work with college staff to articulate courses.

The AVID, Puente and the CTE Programs were presented and participants recruited, at all 3 high school sites, specifically students in the 10th/11th grade cohort.

An AVID meeting and presentation took place at all 3 high school sites with Assistant Principals, AVID Coordinators, AVID teachers, Puente teachers and AVID Counselors to clarify support services that were provided to students.

51 students, covering all 3 high schools, were enrolled for the Spring 2019 term at College of the Desert.

- Continue professional development for counselors
- Continue & refine recruitment of students of students into pathways
- Continue to work with parent engagement committees to develop a CTE communication plan.

The Parent Engagement Coordinator and the CTE Coordinator attended the National CTE Conference. During this conference, ideas were generated on how to best promote to our school community that CVUSD CTE programs prepare students for college and career. One idea was for CTE programs to present at the Spring Parent Conference, and to produce the current CTE brochure in Spanish. A follow up meeting was scheduled to discuss

\*The Dual Enrollment

(Academic/CTE subjects):

- Continue professional development for teachers
- Continue funding for extra services for teachers to work with college staff to articulate courses

Begin initial implementation of a multi-tiered system of academic, behavior, and social-emotional support.

writing a formal plan to begin implementing next year.

\*The Dual Enrollment

(Academic/CTE subjects):

- Continued professional development for teachers
- Continued funding for extra services for teachers to work with college staff to articulate courses

Began initial implementation of a multi-tiered system of academic, behavior, and social-emotional support.

This year our MTSS leadership team met continually to create a plan, that would provide all sites with an understanding of "Why MTSS?". At each principal meeting a component of MTSS was presented to build the knowledge of administrators in preparation of the MTSS launch at the school sites.

The MTSS team created an infographic and logo that represented MTSS at CVUSD. In addition, this summer there will be an MTSS training for leadership teams from each school.

During the MTSS Summer training the following objectives will be covered:

<p>* Intervention and Instructional support for all students in order to improve student achievement.</p>	<ul style="list-style-type: none"> <li>• Why MTSS? Why now?</li> </ul> <p>Create common language and understandings regarding Academics, Behavior, Social Emotional learning.</p> <ul style="list-style-type: none"> <li>• Fidelity Integrity Assessment (FIA)</li> </ul> <p>Determine areas of growth and strengths in site systems - Academics- Language Arts, Math, Social Studies, Science, etc.</p> <ul style="list-style-type: none"> <li>• Behavior- Blend model – PBIS, TL, RJ</li> <li>• Social emotional – Latino Commission</li> <li>• Vertical Articulation to establish communication between feeder schools and develop continuity of efforts</li> <li>• Site Implementation Plan</li> </ul> <p>How to roll out/implement MTSS at their site: When, What, Timeline</p> <p>Establish system of support</p> <p>Professional Development Plan</p> <p>Plan of action</p> <p>* Intervention and Instructional support for all students in order to improve student achievement.</p>
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\* Early Intervention Teachers at Elementary Schools N/A - positions eliminated

\* Early Intervention Teachers at Elementary Schools N/A - positions were eliminated.

Our TK-12 writing initiative has been our focus of this year. Staff development was provided to a group of 5 model schools with four rounds of writing training per grade level. An additional 9 school are receiving round 1 writing training for their TK-1 teachers.

Middle school math teachers received 3-day training on mathematical practices with 3 days of in classroom coaching and/ or modeling.

\* Read 180 Intervention Teachers at Elementary Sites N/A - positions eliminated

\* Read 180 Intervention Teachers at Elementary Sites N/A - positions were eliminated

\* Read 180 or Math 180 Intervention Teachers at Secondary School sites N/A - positions eliminated

\* Read 180 or Math 180 Intervention Teachers at Secondary School sites N/A - positions were eliminated

\* Read 180 and Math 180 Digital online hosting and materials

\* Read 180 and Math 180 Digital online hosting and materials

This year school implementation of a Read 180 or Math 180 program varied depending on site needs. When looking at district data our students are making slow but steady progress

\* Continue to provide Saturday enrichment and educational opportunities to increase

\* Continued to provide Saturday enrichment and educational opportunities to increase

attendance and student engagement

attendance and student engagement.

In 2017-18, the total number of students who attended Saturday enrichment was 14,814 and the total number of students recovered was 13,135.

As of Dec. 2018, the total number of students who attended Saturday enrichment was 5,088 and the total number of students recovered was 3,474.

\* NEW: Ensure appropriately assigned and fully credentialed teachers are assigned to work with students with the most intense needs.

\* NEW: Ensured appropriately assigned and fully credentialed teachers were assigned to work with students with the most intense needs.

\* NEW: Use existing staff and master schedule to provide supports to students based on student needs at all levels TK-grade 12

\* NEW: Used existing staff and master schedule to provide supports to students based on student needs at all levels TK-grade 12.

Master Schedule training for new Assistant Principals and Principals at DMHS and CVHS took place in November.

CVHS Assistant Principal in charge of the Master Schedule attended an additional conference for additional support to ensure a student- driven master schedule for the needs of our largest high school campus.

\* NEW: Provide Secondary Summer School for Credit Recovery.

\* NEW: Provided Secondary Summer School for Credit Recovery.

In 2018 we were able to serve a total of 1,083 students and a total of 984 courses were for credit recovery. In addition, 594 courses were started during the summer school credit recovery session, giving our students a head start for 2018-2019 school year. This year we are planning to conduct summer school credit recovery. We are projecting to be able to offer the opportunity to 1,000 students.

NEW: CVUSD is committed to maintaining and enhancing class size reduction in grades TK-12, maximum class size negotiated at 24. Maximum class size for grades 4-8 is negotiated at 30 and grades 9-12 are negotiated at 32. This includes, but is not limited to, additional staffing at middle school, high school, physical education, and special education.

NEW: CVUSD committed to maintaining and enhancing class size reduction in grades TK-12. In grades TK-3, the maximum class size was negotiated at 24 students. Maximum class size for grades 4-8 is negotiated at 30, and for grades 9-12 it was negotiated at 32. This includes, but is not limited to, additional staffing at middle school, high school, and in the areas physical education, and special education.

NEW: Recruit and maintain a professional workforce through fair and competitive compensation and working conditions.

NEW: Recruited and maintained a professional workforce through fair and competitive compensation and working conditions.

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LCFF Supplemental/Concentration

- \* Student Study Team Software (\$0 N/A)
- \* Continue to fund 100% of the CTE Coordinator salary (\$170,575)
- \* Continue to fund a portion of the existing Academy Project Facilitator salary (\$9,142)
- \* Continue to contract with Riverside County Office of Education to pay the salaries of existing RCOE Career Technical Education teachers teaching at CVUSD schools (\$730,994)
- \* CTE Program Support - professional development, materials, supplies, etc. (\$500,000)
- \* Career exploration/CTE middle school feeder program teacher salaries (\$275,000)
- \* High School CTE teacher salaries (\$1,449,236)
- \* California Partnership Academy Grant Match for professional development, materials, supplies, etc. (\$150,300)
- \* AVID Membership Fee (70,000)
- \* AVID Site Coordinator Stipends - Elementary (\$88,249)

LCFF Supplemental/Concentration

- \* Student Study Team Software (\$0 N/A)
- \* Continue to fund 100% of the CTE Coordinator salary (\$170,048)
- \* Continue to fund a portion of the existing Academy Project Facilitator salary (\$9,142)
- \* Continue to contract with Riverside County Office of Education to pay the salaries of existing RCOE Career Technical Education teachers teaching at CVUSD schools (\$730,994)
- \* CTE Program Support - professional development, materials, supplies, etc. (\$500,000)
- \* Career exploration/CTE middle school feeder program teacher salaries (\$275,00)
- \* High School CTE teacher salaries (\$1,360,612)
- \* California Partnership Academy Grant Match for professional development, materials, supplies, etc. (\$151,200)
- \* AVID Membership Fee (\$70,000) - paid with College & Career Readiness funds, not LCFF S/C
- \* AVID Site Coordinator Stipends - Elementary (\$0)

\* Contract with Riverside Office of Education to provide guidance & counseling support to district and sites (\$0) - eliminated

\* Extended Day for Kindergarten (\$4,403,935)

\* Alternative school principal and teacher salaries (\$1,465,326)

\* Early Childhood (\$919,392)

\* Ethnic Studies (\$661,205)

\* Saturday School (\$354,688)

\* Transportation home to school and back (\$8,488,694)

\* Transportation support for after school programs (\$781,235)

\* Continue funding 1 Testing Coordinator (50%) (\$85,592)

\* Reduction of four IT Services Assistants to 1 (\$96,621)

\* Continue to fund 5 IT Services Technicians (\$579,736)

\* ASES Coordinator - moved to Goal 3 Action 2

\* Director of Activities - moved to Goal 3 Action 2

\* Director of Athletics - moved to Goal 3 Action 2

\* Contract with Riverside Office of Education to provide guidance & counseling support to district and sites (\$0) - eliminated

\* Extended Day for Kindergarten (\$4,403,935)

\* Alternative school principal and teacher salaries (\$1,493,034)

\* Early Childhood (\$918,956)

\* Ethnic Studies (\$893,724)

\* Saturday School (\$303,640)

\* Transportation home to school and back (\$8,328,321)

\* Transportation support for after school programs (\$781,235)

\* Continue funding 1 Testing Coordinator (50%) (\$90,520)

\* Reduction of four IT Services Assistants to 1 (\$89,858)

\* Continue to fund 5 IT Services Technicians (\$539,157)

\* ASES Coordinator - moved to Goal 3 Action 2

\* Director of Activities - moved to Goal 3 Action 2

\* Director of Athletics - moved to Goal 3 Action 2

\* 3rd instructional aide in special education moderate/severe classrooms (12) (\$0) - N/A Position Eliminated

\* Data assessment specialists (1@75% and 2 @25%) (\$126,932)

\* Instructional media assistants (22) (\$1,903,058)

\* Class Size 34 FTE over Bargaining Agreement Ratio (\$5,107,774)

\* Hiring and Retention 3% Certificated (CVTA & Management) (\$2,739,373)

\* Secondary Summer School (\$300,000)

Additional Funding Support for CTE/College Readiness:

\* Carl Perkins (\$216,739)

\* CTE Incentive Grant (\$1,395,036)

\* California Partnership Academies (\$300,600)

\* Agriculture Incentive Grant (\$14,179)

\* College Readiness (\$380,807)

\* 3rd instructional aide in special education moderate/severe classrooms (12) (\$0) - N/A Position Eliminated

\* Data assessment specialists (1@75% and 2 @25%) (\$80,361)

\* Instructional media assistants (22) (\$1,903,058)

\* Class Size 34 FTE over Bargaining Agreement Ratio (\$5,107,774)

\* Hiring and Retention 3% Certificated (CVTA & Management) (\$2,739,373)

\* Secondary Summer School (\$300,000)

Additional Funding Support for CTE/College Readiness:

\* Carl Perkins (\$245,871)

\* CTE Incentive Grant (\$1,395,036)

\* California Partnership Academies (\$300,600)

\* Agriculture Incentive Grant (\$9,040)

\* College Readiness (\$471,521)

<ul style="list-style-type: none"> <li>• -----</li> </ul> <p>Title I</p> <p>* Alternative Support - Early Intervention Teacher at 14 Elementary sites (\$0 N/A)</p> <p>* Site Intervention Teachers (Read 180/Math 180) at 21 sites (\$0 N/A)</p> <p>* Read 180 Consumables (\$250,000)</p> <p>* District Technology Intervention TOSA support (\$153,845)</p> <p>* Preschool Support staff (\$166,584)</p> <ul style="list-style-type: none"> <li>• -----</li> </ul> <p>Indian Education Formula Grant (\$16,067)</p>	<ul style="list-style-type: none"> <li>• -----</li> </ul> <p>Title I</p> <p>* Alternative Support - Early Intervention Teacher at 14 Elementary sites (\$0 N/A)</p> <p>* Site Intervention Teachers (Read 180/Math 180) at 21 sites (\$0 N/A)</p> <p>* Read 180 Consumables (\$250,000)</p> <p>* District Technology Intervention TOSA support (\$34,452)</p> <p>* Preschool Support staff (\$240,443)</p> <ul style="list-style-type: none"> <li>• -----</li> </ul> <p>Indian Education Formula Grant (\$17,170)</p>
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## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>SITE SUPPORT FOR LOW INCOME, FOSTER, and ENGLISH LEARNER STUDENTS</p> <p>Allocation of LCFF and Title I funds to school sites in order to:</p> <p>* Provide additional services to meet the needs of unduplicated students including English</p>	<p>SITE SUPPORT FOR LOW INCOME, FOSTER, and ENGLISH LEARNER STUDENTS</p> <p>Allocation of LCFF and Title I funds to school sites in order to:</p> <p>* Provided additional services to meet the needs of unduplicated students including English</p>	<p>1000-6999: Site Expenses - \$752,130</p> <p>1000-3999: Salaries &amp; Benefits - \$177,747</p> <p>LCFF Supplemental/Concentration 0701 \$929,877</p>	<p>1000-6999: Site Expenses - \$526,914</p> <p>1000-3999: Salaries &amp; Benefits - \$177,198</p> <p>LCFF Supplemental/Concentration 0761 \$704,112</p>

learners, low income, migrant, and foster youth in alignment with the LCAP

\* Support site implementation of programs for all students to prepare them for College, Careers and Citizenship.

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LCFF Supplemental/Concentration

\* Site Allocations to support Implementation of programs (\$752,130)

\* District support for LCFF S/C program implementation and monitoring

- State & Federal Projects Director (50%) (\$106,535)
- State & Federal Projects Secretary (15%) (\$14,720)
- State & Federal Projects Budget Specialist (50%) (\$56,492)

- -----

Title I

\* Site allocations to support Title I programs (\$812,898)

\* District support for Title I program implementation and monitoring

learners, low income, migrant, and foster youth in alignment with the LCAP

School sites all received an allocation of LCFF and Title I funding.

\* Title I funds were allocated to school sites based on their count of students eligible for the free and reduced lunch program. Each school analyzed data to identify students' needs and developed a School Plan for Student Achievement (SPSA) that was approved by the School Site Council (SSC) and funds were allocated to support the goals/actions/services. Title I funds were used by school sites for the purposes of parent engagement, workshops for parents to learn ways to support their children academically, professional development, providing additional hours for teacher collaboration, supplemental instructional materials, tutoring (during and after school), and more. LCFF S/C funds were allocated to school sites based on their count of unduplicated students who are eligible for free or reduced lunch, migrant, foster, or an English learner. Each school analyzed data to identify needs and developed a School Plan for Student Achievement (SPSA) that was approved by the School Site Council (SSC) and funds were allocated to support the

1000-6999: Site Expenditures - \$812,898

1000-3999: District Salaries and Benefits - \$417,909

5000-5999: District Services and Other Operating Expenditures - \$65,140

Title I 3010 \$1,295,947

1000-6999: Site Expenditures - \$701,720

1000-3999: District Salaries and Benefits - \$415,652

5000-5999: District Services and Other Operating Expenditures - \$65,140

Title I 3010 1,182,512

- State & Federal Projects Director (50%) (\$106,811)
- State & Federal Projects Coordinator (100%) (\$170,993)
- State & Federal Projects Secretary (85%) (\$83,613)
- State & Federal Projects Budget Specialist (50%) (\$56,492)
- other administrative expenses (\$65,140)

goals/actions/services. LCFF S/C funds were used by school sites for professional development, library books/resources, academic or university field trips, and more.

\* Supported site implementation of programs for all students to prepare them for College, Careers and Citizenship.

Additional Title I support included a portion of the salaries for State & Federal Projects Director, Coordinator, Secretary, and Budget Specialist, as well as the Migrant Coordinator and Secretary. These individuals provided direct support to school/district personnel and support the implementation of programs across the district. A portion was directed to online programs that are used to create SPSAs and monitor program implementation.

Additional LCFF S/C support included a portion of the salaries for State & Federal Projects Director, Secretary, and Budget Specialist, as well as the Testing Coordinator. These individuals provided direct support to school/district personnel and support the implementation of programs across the district.

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LCFF Supplemental/Concentration

\* Site Allocations were given to every school site to support Implementation of programs (\$526,914)

\* The Director, Secretary, and Budget Specialist al provided district support for LCFF S/C program implementation and monitoring

- State & Federal Projects Director (50%) (\$106,289)
- State & Federal Projects Secretary (15%) (\$14,720)
- State & Federal Projects Budget Specialist (50%) (\$56,492)
- -----

#### Title I

\* Site allocations were given to every school to support Title I programs (\$701,720)

\* The Director, Coordinator, Secretary, and Budget Specialist al provided district support for LCFF S/C program implementation and monitoring

- State & Federal Projects Director (50%) (\$106,289)
- State & Federal Projects Coordinator (100%) (\$170,085)



	<ul style="list-style-type: none"> <li>• State &amp; Federal Projects Secretary (85%) (\$83,019)</li> <li>• State &amp; Federal Projects Budget Specialist (50%) (\$56,259)</li> <li>• Other administrative expenses were incurred as the district developed, implement, and monitored professional development. (\$65,140)</li> </ul>
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Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

To achieve the goal of Increasing pupil achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st Century, CVUSD implemented the following actions and services during the 2018 - 2019 school year:

Action 1

*Common Core Teachers on Special Assignment*  
provided support on implementation of common core standards. Training was provided in different formats depending on request, including one-on-one, small group through PLCs, staff meetings for entire sites, or larger district trainings. In addition, Common Core TOSAs supported sites with training on coaching strategies for site administrators to create capacities on Common Core Standard and district initiatives such as writing and VAPA. In addition, Common Core TOSA’s played a major role in participating and facilitating district programs or committees such as: STEAM (Science, Technology, Engineering, Arts, Mathematics, MTSS, VAPA, Testing & Assessment Planning, Professional Development, and District Curriculum Adoptions).

- 34 days of TOSA facilitation of Writing Training
- 4 days of Assistant Principal support/training
- 4 Writing PDs given by TOSA
- 20 days of TOSA Grade Level PLCs focused on Writing

*Professional Development Support:* Ooffice staff provided support in the planning of district wide professional development. The main focus was to secure locations, prepare sign-in sheets and materials, and send out invites to participants. Additionally, they worked with vendors to process and secure contracts.

*Two additional professional development days:* October 8, 2018 and March 18, 2019 were identified as the two additional professional development days the 2018-19 school year, for all certificated teachers districtwide. On October 8, 2018 teachers received Professional Development (PD) in the following areas: safety and preparation for emergencies and suicide prevention. In addition, secondary sites had a guest speaker from the National Compadres Network on Transformational Learning. The professional development for March 18, 2019 was based on the results from the teacher survey that collected information from the teachers on their PD needs. The March PD was conducted conference style where teachers were able to select three, two hour courses. Based on the surveys teachers were satisfied with different opportunities that were offered.

*Integrated/designated ELD instruction* was supported by the EL department through: ELD Collaboration Days, EL department walkthroughs, and professional development in the following: English 3D, DL Collaboration Days, CABE Professional Development, iStation, Rosetta Stone, LAS Links and AVID Excel. An ELD Benchmark was implemented for the first time this school year.

*English Learner (EL) Teacher on Special Assignment (TOSA) Support Included:*

- Secondary Collaboration Days for Middle/High School ELD Teachers (3X year)
- English 3D PD (7 days)
- Project Moving Forward PD (16 days)
- Dual Language/CABE PD (12 days)
- Integrated/Designated ELD PD for Elementary/Secondary (7 days)
- AVID Excel PD (3 days)

*Assistant Administrators for Instructional Improvement (AAILs)* kept a log of when and how they supported certificated staff at their sites.

The three main areas of support were:

- Coaching
- Building Knowledge
- Classroom Observations and Feedback

While coaching and conducting classroom observations, the Assistant Administrators and the Assistant Principals were focused on the district-wide writing initiative, (name it- verb it- finish it), common core standards, and other training needs as identified during the coaching process (by individual teacher or grade level). AAILs were building knowledge by attending trainings, and bringing the information/learning back to their sites (Writing, PBIS, AVID, etc.). Additionally, AAILs worked with grade levels on a rotating basis to support them during their Professional Learning Communities.

*Aquatics:*

Coachella Valley HS offered a 3-week swimming unit to PE Grade 9 students.

Approximately 650 students went through the course this year. Student progress was measured through a pre-test at the start of the course to determine an appropriate placement level. At the end of each 3-week unit a skills test was given to all students and a new skill level was given to students. The effectiveness of the program was based on level advancement at the end of the unit.

The benefits of the program were:

Students gained the knowledge necessary to perform a basic water rescue

- A majority of students left the class learning at least one competitive stroke
- A majority of students left the class more comfortable (not fearful) of getting the in the water
- A majority of students learned recreational swim skills that can help them with their goal of living a healthy lifestyle.

The *District Curriculum Resource Technician* provided access to standards based instructional materials for teachers and students.

*Educational Technology Training* continued to be coordinated with teachers and administrators district-wide. Through scheduling tools such as Youcanbook.me teachers and administrators were able to schedule training options that best fit their schedules with additional logistical planning done through the Educational Technology Coordinator. These services helped streamline the scheduling process so that we were able to better meet the needs of our teachers and staff.

*Two Educational Technology Teachers on Special Assignment (TOSAs)* provided support on implementing technology into instructional practices. These trainings followed several different formats depending on request, including one-on-one, small group through PLCs, staff meetings for entire sites, or larger district trainings. In addition, EdTech TOSAs supported sites with training on coaching strategies for assistant administrators, developing in-house technology resources for district initiatives such as writing and VAPA, creating technology frameworks around curriculum and digital citizenship, as well as supporting web design.

*Pathway to Success / Visual & Performing Arts (VAPA)* In January 2019, students in grades 4-6 started receiving 30 additional instructional minutes with the focus of integrating Visual and Performing Arts, PBIS, AVID, Steam and College and Career Readiness.

## **Action 2**

The *EL Director* oversaw the services and programs for English learners (EL), immigrants, and migrant students.

*The EL Coordinator* supported leadership and site staff with the development, implementation and evaluation of TK-12 grade programs and support services for English Learner (EL) students.

Support was provided through *Designated English Language Development (ELD)*, a teacher having a Specially Designed Academic Instruction in English (SDAIE) certification, and/or primary language support. ELD was supported through integrated and designated instruction. Programs that support ELD included:

- Wonders ELD
- English 3D
- AVID Excel
- Project Moving Forward
- Collections Language Workshops
- Side by Side
- Rosetta Stone
- ELL Summer Academy
- Newcomer Academy (immigrant students)
- Dual Language - Maravillas

*English Language Learner (ELL) and Migrant TOSAs* provided support to Sheltered English Immersion (SEI) and Dual Language (DL) teachers. They helped with lesson design, data analysis, professional development, and program implementation.

Students who were *long-term English learners (LTELs)* received extra support and mentoring through the support provided by the EL Mentor and were invited to participate in a summer school program geared to meet their LTEL status needs.

An *increase of 20 minutes of instructional time* was implemented. As a result, there was an opportunity for Integrated ELD instruction to continue to be embedded in all content areas for a longer portion of the school day, as ELD standards can be integrated into all contents.

The *Migrant Coordinator* advocated for and guided the Migrant Outreach Teachers. The Coordinator also oversaw the Migrant Education Program (MEP) Teacher and 6 recruiters and assured all services on District Service Agreement (DSA) were being rendered.

*Migrant Outreach Teachers* were assigned to our 2 comprehensive high schools to work alongside students to ensure they were on track for graduation, provide support for college admittance, identify resources they are eligible for, engage in opportunities for them to develop their leadership skills, and connect to engagement opportunities within their community. The Migrant Outreach Teachers facilitated the growth in graduation rates for Migrant students, as well as the academic growth of students who have attended Migrant after school programs.

Implementation of the *Migrant after school tutoring program* took place at 7 elementary schools, 2 middle schools, and 3 high schools. An average of 200 students attended at the elementary schools. An average of 50 students attended at the secondary schools. In addition to the academic support provided, students also participated in:

- Speech and Debate
- Digicom
- Family Math Nights
- Migrant Career Day
- Cyber High
- Educational Excursions
- Migrant Career Summer Academy
- Migrant Leaders Club

During the *Summer 2018 Migrant/ELL Summer Academy*, an average of 180 students attended at the elementary level and an average of 100 students attended at the secondary level. A comparison of Pre/Post data in ELA and Math has shown as increase of 76% in both ELA and math. Planning for Summer Academy 2019 was finalized per the Migrant District Service Agreement (DSA). District Leaders met to finalize planning. Students who are long-term English learners (LTEL) will receive extra support through the participation in a summer school program geared to meet their LTEL status needs.

The *Language Acquisition Team (LAT)* meetings were moved to the Fall, and a total of 730 reclassifications took place as of Nov. 2018. ELSAs and EL Mentors collaborated with site administration, general education teachers and parents to carry out the meetings.

*EL mentors* informed, coached, and supported students by developing individual learning plans (ILPs), focusing on individual student's academic needs to become English proficient. There were several meetings for parents through out the year: the first meeting was to build an understanding of the ELPAC and the reclassification process. The second meeting was to focus on how parents could support their

students at home. The third meeting was an overview of the EL mentor role at the site ELAC meeting. The fourth meeting was a celebration to recognize the target students who were reclassified.

*EL Professional development* was provided for elementary and secondary teachers on Specially Designed Academic Instruction in English (SDAIE) strategies/best practices and research. Additional English Learner Professional Development was provided for 9 elementary schools. Teachers in grades 3-6 were provided with two rounds of training. The objective of Round 1 was to provide an understanding of the connections between the CA EL Roadmap, Integrated/Designated ELD and best classroom practices, , as well as the impact of increasing academic discourse with English Learners. 91 elementary teachers participated in Round 1 training over the course of 4 days. The agenda for Round 2 training included discussing tech tools for English Learners (ELs), writing for ELs, the ELD Benchmark, and additional resources for increasing academic discourse.

Implementation of *Secondary ELD Collaboration Days* (3 times per year), EL department walkthroughs, and professional development in the following: English 3D, Dual Language Site Visits and Collaboration Days, Dual Language CAFE Professional Development, and AVID Excel.

*Dual Language* Team members met once a month to continue to refine DL instruction practices. Meetings were in partnership with a CAFE representative.

Monthly meetings and regular communication with the site-based *English Language Support Assistants (ELSAs)* allowed for the EL department to extend support to them. ELSAs supported school sites with identification of ELs, assessments, and program/testing support. Examples include: ELPAC, LAS Links, iStation, and partnership with the EL Mentor to assist targeted long-term English learners (LTELs).

*Site Dual Language (DL) Coordinators* worked with Dual Language teachers at their sites and participated in monthly coordinator meetings in order to promote communication, collaboration, and consistency of Dual Language programs at the site and district levels. The main goals/functions of the DL Coordinators were to:

- Assess Dual Language needs
- Assist in PD Development
- Establish required metrics and analyzes district level Dual Language Program Data: Academic, Language, Cultural
- Serve as a steering committee for the program
- Parent and community outreach
- Promote stewardship of the program

*The Newcomer Academy* began for students who were new to a U.S. school and who have been here for less than 3 years. The focus of the Newcomer Academy was to support students with acquiring the English language through an emphasis on oral and written language development. The thematic units focused on providing a smoother and more successful transition experience for our students who qualify for these services.

### **Action 3**

CVUSD has been actively developing a comprehensive assessment system. Curriculum, Instruction and Assessments (CIA) meetings were held starting in January to bring at least one math and one ELA teacher representative per grade level and per site in order to make

modifications to the standards map, pacing guides and assessment calendar. Any and all modifications were based on consensus of teachers districtwide.

*RAPID assessments* were successfully administered in grades K-6. Students took the Rapid assessment three times this year, to monitor literacy progress. Data from RAPID was used as an indicator for intervention.

For grades 3-6 we opted to replace ACUITY Assessments with the CAASPP Interim Assessment Blocks (IABs) for ELA & Math. IAB's are CAASPP assessments strictly aligned with the SBAC. IABs were administered successfully in both ELA and Math. All Administrators received training on accessing the reporting system and how to analyze the data.

*A-G Completion:* Continue expanding A-G courses

- AERIES adjustment of courses not designated a-g
- AERIES adjustment of courses not in the correct a-g category
- Validation of Spanish courses for CSU/UC and High School graduation requirements
- Correction of courses added to the a-g list
- Correction of multiple course codes for the same course
- Correction of multiple transcript abbreviations for the same course
- Correction of multiple class titles for the same course
- Reactivation of archived courses
- New course submissions
- Created a Site and District master list of a-g course offerings
- Collected and organized of a-g course outlines

*College & Career Readiness:*

Administrators and support staff attended the "Organizing Your AP Exam Administration" training offered by college board. Students at each of the high schools have been attending the AP readiness program at UCR.

*Career Technical Education (CTE):*

Four planned professional development trainings took place with a focus on ensuring students in CTE programs met "prepared" on college and career indicators.

The September, 2018 CVUSD CTE kickoff meeting was focused on the College and Career Indicator (CCI), which included the college credit metric for students to meet prepared. The expectation was that all teachers would identify COD college faculty to begin collaborating with, to see if we had alignment of curriculum that could be articulated. This will be an ongoing process; each academy must have one college credit course that they can offer as Dual Enrollment or for Articulation. Professional Development (PD) specific to engaging with college faculty to offer college credit courses resulted in six new articulation agreements being signed to award college credit for CTE high school courses. All CTE teachers were allocated extra service hours to work with college staff to articulate courses.

All CTE teachers attended professional development on a variety of topics related to CTE and preparing students for college and career readiness.



All teachers attended training to understand pathway completion guidelines - counselors were provided with the sequence of CTE course progression, with training to understand what makes a pathway complete for CTE.

*The Advancement Via Individual Determination (AVID), PUENTE and the CTE Programs* were presented and participants recruited, at all 3 high school sites, specifically students in the 10th/11th grade cohort.

CVUSD fully implemented AVID strategies district wide. At the elementary level the focus was on organizational skills that included maintaining an agenda, binder organization, and 2 and 3 column note taking. Middle school focused on reinforcing the organizational skills, and added the following components WICOR, tutoring, and AVID EXCEL for our English language learners. High Schools focused on WICOR, Socratic seminars, and getting students ready to transition into their new phase in life, college and career pathways.

An AVID meeting and presentation took place at all 3 high school sites with Assistant Principals, AVID Coordinators, AVID teachers, Puente teachers and AVID Counselors to clarify support services that will be provided to students.

Continued professional development for counselors: The counselors and their principals were provided with the opportunity to select from eight different professional developments to attend. The counselors attended the following workshops: CSAC School Counselor Workshop, RCSC Leadership Network, and Elementary, Middle & High School College Kickoff Workshops. Additionally, there were a total of five district level meetings focusing on the following topics: District Policy for validation of World language, Math and Ethnic Studies in AERIES, 4/6 year plan electronic-AERIES or Reconsider CCGI as our guidance curriculum, MTSS-D/F reports, and College and Career District Events.

Continue to fund *extended day for Kindergarten*: All 14 elementary sites had extended full day kindergarten. Based on our current RAPID data which enables us to track our students' progress, we can see that our students benefited from the additional instructional minutes.

*Early Childhood Programs* continued to maintain the current program for School Readiness for Preschoolers including English Learners. Early Intervention assessments were conducted in the areas of communication, gross motor skills, fine motor skills, problem solving, and personal-social skills. An Individualized learning plan was created for the preschool students to address concerns and create a plan to assist.

*MTSS*: This year our MTSS leadership team met consistently to create a plan, that we could integrate at all sites, to facilitate the understanding of "Why MTSS?". At each principal meeting a component of MTSS was presented to build the knowledge of administrators in preparation on the MTSS launch at the school sites. An infographic and logo that represent MTSS at CVUSD was created. In addition, this summer we will be training a leadership team from each school. We will be addressing the following:

- Why MTSS?
- Fidelity Integrity Assessment (FIA)
- Vertical Articulation - across grade levels and schools
- Site Implementation Plan

Our *TK-12 writing initiative* was the focus of this year's staff development and was provided to a group of 5 schools with four rounds of writing training per grade level. An additional 9 schools received round 1 writing training for their TK-1 teachers. Middle school math teachers received 3 -day of training on mathematical practices with 3 days of in classroom coaching and/ or modeling.

This year schools implemented a *Read 180 or Math 180 program*, depending on their site needs. When looking at district data our students are making slow but steady progress.

*Master Schedule* training was provided for new Assistant Principals and Principals at DMHS and CVHS.

The CVHS Assistant Principal in charge of the Master Schedule attended an additional conference for additional support to ensure a student- driven master schedule for the needs on our largest high school campus.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

### **Action 1**

*Professional Development:* During the 2018-19 school year and extending into the summer of 2019, CVUSD provided over 100 district sponsored Professional Development trainings inclusive of the following:

- Writing
- Positive Behavior Interventions and Supports (PBIS)
- Restorative Justice (RJ), Transformational Learning (TL)
- English Language Development (ELD), Testing and Assessment
- Data Analysis, Ethnic Studies, Advancement via Individual Determination (AVID)
- ALICE (Alert, Lockdown, Inform, Counter, Evacuate) Active shooter training
- Mathematical Practices
- Google Docs
- Google classrooms
- Best practices for collaboration

Based on the surveys from the October 8, 2018 Professional Development Day, the majority of the teachers felt prepared in case of an emergency. A teacher survey was conducted to gather information regarding teachers' professional development needs for the March 18, 2019 PD day. 99 teachers responded to the survey with the following responses (from most votes to least): 1) Google Classroom, 2) Classroom Management, 3) Restorative Justice Circles, and 4) PBIS. On March 18, 2019 teachers were provided with a Menu of professional development options, from which they were able to choose which ones they would like to attend.

*English Learner (EL) TOSAs* provided individual and group support for teachers, admin, and other staff. Some barriers to effectiveness included:

- One of the individuals who held the EL TOSA position was hired to work at a school site at the beginning of the year. The position was not filled for approximately 3.5 months,

- The amount of classrooms visited by the EL TOSAs was impacted due to the absence of one of the teachers during the beginning part of the year.

- The TOSA in place at the beginning of the year primarily has a secondary background, and even though support was provided to elementary, there was more involvement with secondary teachers.

- The hiring of a new EL TOSA required a transition period to receive coaching, such as cognitive coaching. Cognitive coaching took place simultaneously as support began to be provided to teachers in the classroom.



*Assistant Administrators:*

While coaching and conducting classroom observations, the Assistant Administrators and the Assistant Principals were focused on the district-wide writing initiative, (name it- verb it- finish it), common core standards, and other training needs as identified during the coaching process (by individual teacher or grade level). AALLs were building knowledge by attending trainings, and bringing the information/learning back to their sites (Writing, PBIS, AVID, etc.). Barriers to full implementation were 1) time to schedule/conduct walkthroughs and observations, 2) the expectation that AALLs would have the same duties as Assistant Principals had, and 3) some AALLs were new to coaching and providing professional.

*Aquatics Instruction* was in place at Desert Mirage HS and Coachella Valley HS. Over 1,000 9<sup>th</sup> grade students were served. Barriers to implementation were the limited number of weeks with students, substitute lifeguard constraints, and the short length of the program has been addressed by maximizing learning time with students by encouraging them to get excited for the class and work hard to accomplish more in a short time.

The *Curriculum Resource Technician* monitored district resources through Destiny and worked with site IMA's to ensure that all students and teachers had all the Instructional materials they needed. The Curriculum Resource Technician moved materials from site to site as needed to ensure we met our Williams Compliance. This position had primary contact with vendors to request quotes, purchase materials, and receive and inventory materials. The Curriculum Resource Technician played a major role during the adoption cycle with piloting materials and placing final orders.

The *Educational Technology Coordinator* ensured that district educational technology needs were met to increase efficiency and to ensure that technological considerations were made when implementing academic programs. Some of these programs or committees included: STEAM (Science, Technology, Engineering, Arts, Mathematics, MTSS, VAPA, Testing & Assessment Planning, Professional Development, Website Management, District Marketing and others. By including the Educational Technology Coordinator in the committees mentioned above, support was provided in professional development, curriculum design, marketing, digital design, infographic development, web design, use of social media, curriculum development and implementation. Additional support was provided to site administrators when developing educational technology goals for their respective sites.

The *Educational Technology TOSA* Team focused on continued implementation of the triTECHta of applications: Google Classroom, Adobe Spark Video, and EdPuzzle. In addition to these three applications, the EdTech TOSAs also provided trainings in Google Drive and Google Productivity apps to help create efficient workflows for both classrooms and departments. They also promoted the district's writing focus by curating resources that could be used to fuse writing and applied technology. These resources included opportunities for eBook creation and digital comic book creation as a way to transform their writing creations. With regards to multiple subject areas, the EdTech TOSA Team also built upon the district's Digital Curriculum Map to include VAPA, Special Education, and Science at all levels in addition to the core academic subjects at the secondary level and English and math at the elementary level. The Digital Curriculum Map continued to be a resource for teachers and administrators as it was increasingly being used in classrooms across the district.

Through feedback forms after each training, approximately 98% of participants were satisfied or very satisfied with the support received from the EdTech team, and 96% would like to attend a future technology training with the team; up from 96% and 94% respectively the previous year. Feedback was also provided in written form and these suggestions were considered for improvements to future trainings.

Barriers included the inability to meet the demands of training from teachers and staff with reduced personnel compared to previous years. In 2016-17 over 1,300 hours of support were provided with 5 TOSAs. Over 700 hours of support were provided in 2017-18 with 4 TOSAs. In 2018-19 we were on track to provide over 350 hours of support, which is consistent with our hours per TOSA average over the past couple of years. When teachers experience an inability to receive support in a timely manner, larger group trainings during PLCs or staff meetings were encouraged to reduce the number of appointments, while maximizing the number of trainees.

*Pathway to Success / Visual & Performing arts (VAPA):* Initially the program was intended to start at the beginning of the school year. Due to the logistics of starting a new program, creating curriculum and the hiring process, the program did not start until January, 2019.

## **Action 2**

### *EL Mentors*

met with students a minimum of 6 times throughout the school year

held 4 parent meetings throughout the year

Meetings with administration were on-going as needed.

During the student meetings, goals were created and shared with teachers, administration, district, and parents. Each subsequent meeting reviewed progress made toward these goals.

ELSAs and EL Mentors collaborated with site administration, general education teachers and parents to carry out the meetings.

A total of 1,475 reclassifications took place in the 2018-2019 school year.

### *Reclassification Rates:*

2018-2019: 17.5%

2017-2018: 16.5%

2016-2017: 11.9%

2015-2016: 6.8%

### *ELPAC Progress*

Level 4 - Well Developed: 18.7%

Level 3 - Moderately Developed: 34.5%

Level 2 - Somewhat Developed: 27.4%

Level 1 - Beginning Stage: 19.4%

### *EL Graduation Rates*

2018: 72.3%

2017: 81.8%

2016: 73.4%

EL progress data on the ELPAC (and Dashboard) was not available due to a transition from the language assessment going from CELDT to ELPAC. As a result, the CA Dashboard did not reflect this data.

CA Dashboard Data for the California Assessment for Student Performance and Progress (CAASPP) for the EL subgroup:

ELA: EL subgroup is 57.8 points below standard, with an increase of 8.2 points.

Math: EL subgroup is 88.1 points below standard, with an increase of 6.3 points.

31.4% of students who are ELs in CVUSD are prepared for college/career, which is an increase of 4.8%.

131 high school students from all of our comprehensive high schools will receive the State Seal of Biliteracy during the 2018-2019 school year.

#### ***MIGRANT PROGRAM***

CVUSD serviced close to 2,000 Migrant students throughout the regular school year. Approximately 10% of its Migrant students attended summer school. Summer school was offered for 15 school days.

Per the District Services Agreement (DSA) Migrant Plan, the ratio of students to teacher was 1:15 for our Migrant K-8 after school and summer programs. The ratio of students to teachers was 1:30 for Cyber High classes and tutoring. Our 2,600 Migrant students had an Individual Learning Plan (ILP) that was used to monitor their progress. The Migrant Coordinator and Migrant Outreach Teacher conducted quarterly PLC meetings, where decisions were made on how to best meet the needs of our Priority For Service (PFS) students. The focus was on our 398 Priority For Service (PFS) students, which we receive funding for.

#### ***Migrant Students - Graduation Rates:***

2017-2018: 96%

2016-2017: 93%

2015-2016: 92%

#### ***Migrant/ELL Summer Academy***

Attendance was a barrier for students enrolled in summer school during the 2018 summer. The number of qualifying students in our Coachella schools wasn't as high, and it reflected in the attendance. Changes were made to bus routes after the start of the summer program to be more inclusive of students who reside in the east end of the valley. That slightly improved our attendance. Summer school 2019 will be offered in the east end of the valley, where there is a higher concentration of migrant/EL students. There will be a total of 270 migrant and 200 EL students invited to the Summer 2019 program.

#### ***The Newcomer Academy***

a total of 50 students were serviced. A pre-test to measure the students' English language proficiency in writing was administered, and a post test was implemented at the end of the program. The pre/post test is in alignment with the ELPAC.

### **Action 3**

*The CTE Coordinator position* was staffed and accomplished the following:

Increased in number of CTE completers.

Increased in the number of A-G CTE courses.

Secured \$3.4 million in grants specific to CTE over the past three years, coordination of CTE college credit courses, coordination of career exploration field trips,

College and career fairs, and facilitation of all PD and instructional supplies needed to support college and career readiness for all CTE programs.

A total of 960 students are served through middle school CTE feeder programs in all aspects of industry engaging students with college and career readiness. Seven RCOE CTE teachers have been fully staffed, contributing to the success of CTE programs. 1,050 students are served through the contract with RCOE.

A-G rates for CTE completers = 40.4%, district rate overall is 31%

Graduation rates for CTE Students = 99%

Number of certifications earned by students = 623

Number of students completing CTE course work = 2254

#### *Additional Funding Support for CTE*

California Partnership Academies (CPAs): CVHS used grant funds for four CPA academies at CVHS which included: instructional supplies and extra services for CTE and academic teachers to provide after school supports to students.

Carl Perkins: Carl Perkins funds were fully expended by the end of the school year, funds were used to support: subs for CTE PD, transportation for CTE students to colleges and industry field trips, six aviation simulators for our aviation pathway, dell mobile labs for three CTE programs.

CTE Incentive Grant: The CTE Incentive Grant was on a three-year funding cycle, all \$3.4 million has been spent or encumbered. New rounds of CTE Incentive Grant funding allocations will be year to year, an application has been submitted for the 2019-20 school year - allocation for 2019-20 is \$500,000.

Barriers: We are currently exploring how to restructure the CTE Academy Project Facilitator position to have better oversight of instructional support and evaluation of programs on campus and to monitor CTE grant funding.

#### *Professional Development for counselors:*

Although significant progress has been made in the level of support provided to the counselors, attendance to the workshops and meetings is inconsistent. Many signed up for workshops and did not attend, and some did not attend any district level counselor's meeting.

*The Testing Coordinator* supported multiple efforts including, but not limited to:

- Training, facilitating and supporting teachers, site and district administrators' efforts to analyze data, and create goals based on data.
- Implementation and progress monitoring data has been the focus for this year in order to tighten current and developing plans throughout the district.
- Working collaboratively with different personnel to support secondary level needs such as facilitating counselor's professional development and bimonthly meetings, organizing and supporting the three district wide college events, and FAFSA completion.
- Working closely with the EL department to ensure data input and validation is accurate in all reporting systems such as AERIES by supporting the English Language Support Assistants (ELSA) during monthly meetings and as needed
- Communicating with CALPADS, TOMS and AERIES system managers.
- Working closely with the curriculum TOSAs in the development, organization and facilitation of the Curriculum, Instruction and Assessment (CIA) meetings district wide.
- Facilitated communication between our grant writers in California Consulting and our district by providing organization and progress monitoring supports.

#### *1 IT Service Assistant*

For 2018-2019, IT Services Assistants were reduced from 4 FTE to 1 FTE positions. The barrier from this reduction in force increased the overall completion time for work order requests related to this scope of work. TrackIt Data shows that the IT Services

Assistant helped complete 472 technology work orders from July 1, 2018 - January 31, 2019. This position focused mostly on work orders related to audio/visual components in the classroom to ensure that teachers are able to leverage technology during their lessons. This work helps limit downtime for staff when using technology and decreases the amount of time for pending work orders so that others can operate at a high level of efficiency for a longer period of time.

#### *5 IT Service Technicians*

IT Service Technicians helped complete 3,411 work orders from July 1, 2018 - January 31, 2019. This position provided technical support to multiple school sites focusing on ensuring that functional technology is available to facilitate the delivery of technology-enhanced lessons leveraging the district's adopted resources such as Lexia, Read 180, Think Central, Wonders, CAASPP, ELPAC and other educational applications and platforms. In addition to the completion of work order requests from each school site, the IT Service Technicians were also responsible for maintaining a live Help Desk phone service to help expedite the servicing of technical issues faced by district staff.

#### *Ethnic Studies*

CVUSD currently has 12 approved Ethnic Studies courses. All 4 high schools offered Ethnic Studies courses and CVUSD required all students beginning with the class of 2020 to have a minimum of 10 credits in Ethnic Studies to meet the graduation requirement.

#### *Transportation Home to School & back*

Support for low-income and foster students for home to school transportation due to the rural nature of our district's geographic region, the extreme heat, and the income level of our families. If the district did not provide transportation, the majority of our students would not have the opportunity to attend school, after school enrichment, intervention, and other programs. Transportation was provided to allow students to participate in after school enrichment, intervention, and athletic programs. The academic interventions contributed to student achievement, while the enrichment and athletics contributed to student engagement by strengthening students' connections to school.

#### *Early Childhood Education Contribution School Readiness*

New regulations allowed families seeking work to continue to stay in the program for the full year. No drops were given and families stayed with the program the entire year.

All Preschool students were assessed with the Desired Results Access Project (DRDP) (an assessment instrument designed for teachers to document a student's development) and an Ages & Stages Questionnaire (ASQ) & ASE SE developmental screening. Teachers developed an Individualized Learning Plan (ILP) which was based on the results of the screenings; results were shared with parents. DRDP results showed an increase in student achievement. ASQ and ASQ SE were met in their ILPs. A barrier is that 100% enrollment was not met on the first day of school. Increased advertisement of the programs at school sites and local businesses allowed us to be at 97% enrollment 30 days after the first day of school and 102% enrollment 60 days after the first day of school. 40% of families returned to the program for a second or third year.

#### *Technology Based Intervention*

The District TOSA was able to assist school sites with training and monitoring the data to determine students progress in READ/MATH 180. In addition, the TOSA monitored the usage of students' use of READ/MATH 180. Mid-year, the District TOSA was moved into a new position and existing TOSA's were assigned to different components of this position to continue to offer site the support needed.

#### *Expanded Learning Programs (ELP): ASES, 21st CCLC, ASSETs*

Allowed for All elementary, middle and high schools to offer an after school enrichment program for students through ELP grants. Enrollment was open to all students, but actual enrollment was based on available spots which are determined by funding. ELP programs provided an expansion of the school day. By doing so, the expansion included a well designed program which was aligned to the school day by using Best Practices and alignment to the standards through the extra curricular activities. In addition, ELP program also provided sports (elementary and middle), drum line, music, cheer and dance. At some sites, technology and robotics were offered. All sports and activities ended with a tournament or competition for the school sites. There were annual competitions including Ballroom Dance, Drumline and Cheer. The tournaments and competitions were a culmination of the hard work the students engaged in during the school year. ASES participated in many local parades and community events. Students in ASES also had the opportunity to participate in field trips.

#### *Indian Education Formula Grant*

A list of tribe-affiliated students was developed to ensure targeted support is reaching this student group's needs.

CVUSD has continually collaborated with parents to look at students' needs and provide supports. A Native American Conference (May 18-19) was organized to increase graduation rates and increase attendance rates. Individualized Learning Plans were developed in order to increase student achievement.

#### **Action 4**

The State and Federal Projects Director & Coordinator met with site & district administrators and staff regarding deadlines for the Local Control Accountability Plan (LCAP) & School Plans for Student Achievement (SPSAs).

- \* Reviewed SPSAs and provided feedback before board adoption.
- \* Monitored SPSAs and site requisitions for compliance.
- \* Collaborated with site and district personnel for the Federal Program Monitoring (FPM) Review.
- \* Met with site and district administrators and staff regarding guidelines for FPM compliance.
- \* Contributed to writing the LCAP, and revisions.
- \* Developed LCAP presentations for Stakeholder informational and input meetings.
- \* Engaged in forums where stakeholder feedback was solicited, tabulated, and shared with the LCAP Leadership team.
- \* Developed and implemented professional development for site administrators regarding: new SPSA, progress monitoring, Title I Crate, Document Tracking Systems, SARC



Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.



## Coachella Valley Unified School District LCAP 2018-2019 Budget - Material Differences

Goal 1 Action 1					
Description	Budget	LCAP Planned Expenditures	Estimated Actual Expenditures	Difference	Notes
2 Professional Development Days & increase of 100 minutes/week	LCFF S/C	\$ 6,459,715	\$ 6,459,715	\$ -	
10 Secondary Asst Principals salaries (25%)	LCFF S/C	\$ 373,940	\$ 403,577	\$ (29,637)	Positions filled by more experienced personnel with high salaries & change in fixed costs/benefits.
14 Asst Admin of Instructional Improvement TK-6 salaries	LCFF S/C	\$ 1,140,643	\$ 1,116,555	\$ 24,088	Several positions were vacant during the year.
2 Aquatics Instructors salaries (100%)	LCFF S/C	\$ 255,981	\$ 196,625	\$ 59,356	Position was filled by newer teachers and unfilled part of the year.
2 Lifeguards salaries (100%)	LCFF S/C	\$ 121,328	\$ 116,156	\$ 5,172	Change in fixed costs/benefits.
1 Curriculum Resource Specialist salary (100%)	LCFF S/C	\$ 84,000	\$ 89,886	\$ (5,886)	Due to a reduction in force the position was filled by an employee with a higher salary.
1 Educational Technology Coordinator salary (100%)	LCFF S/C	\$ 165,337	\$ 165,337	\$ -	
14 Asst Admin of Instructional Improvement TK-6 salaries (50%)	Title I	\$ 1,140,643	\$ 1,116,555	\$ 24,088	Several positions were vacant during the year.
2 Technology TOSAs (100%) & Support (1 Admin Specialist-50%)	Title I	\$ 338,613	\$ 335,067	\$ 3,546	Positions filled by more experienced personnel with high salaries & change in fixed costs/benefits.
2 Common Core TOSAs (100%)	Title I	\$ 270,996	\$ 268,445	\$ 2,551	Change in fixed costs/benefits.
Visual & Performing Arts (VAPA) Teachers, Aides, Supplies, Mileage	Title I	\$ 2,500,000	\$ 1,783,170	\$ 716,830	The program did not begin until mid-year.
Professional Development	Title I	\$ 2,179,026	\$ 1,953,396	\$ 225,630	Substitute availability was limited, so trainings have been rescheduled to occur in the summer.
Professional Development	Title II	\$ 633,392	\$ 203,050	\$ 430,342	Substitute availability was limited, so trainings have been rescheduled to occur in the summer.

Goal 1 Action 2					
Description	Budget	LCAP Allocation	Total Estimated Actual Expenditures	Balance	Notes
EL Dept. Salaries (1 Director, 1 Coordinator, 1 Secretary - 100%)	LCFF S/C	\$ 386,735	\$ 314,224	\$ 72,511	The Coordinator positions was vacant for half of the year.
20 Site EL Support Assistants (50%)	LCFF S/C	\$ 774,693	\$ 764,650	\$ 10,043	Change in fixed costs/benefits and short-term vacancies due to staff turnover.
Direct Support for Immigrant Students	Title III Immigrant	\$ 29,553	\$ 46,413	\$ (16,860)	Carryover funds were available to expand program services.
2 EL Teacher On Special Assignment salaries (100%)	Title III LEP	\$ 306,452	\$ 252,196	\$ 54,256	One of the EL TOSA positions was not filled for approximately 2.5 months, thus resulting in a difference in the budgeted amount for this position
1 Migrant Outreach Teacher salary	Title III LEP	\$ 144,553	\$ 146,258	\$ (1,705)	Positions filled by more experienced personnel with high salaries & change in fixed costs/benefits.
EL Staff Support Professional Development	Title III LEP	\$ 57,000	\$ 4,155	\$ 52,845	Professional development expenses were less than anticipated due to a change in PD needs, no cost for training, covered with other funding sources.



## Coachella Valley Unified School District LCAP 2018-2019 Budget - Material Differences

RCOE Project and EL Directors and LTEL Task Force	Title III LEP	\$ 5,000	\$ 2,609	\$ 2,391	Several sessions were held virtually, resulting in decreased travel expenses.
State Seal of Biliteracy & Riverside County Seal of Multiliteracy	Title III LEP	\$ 3,000	\$ 3,000	\$ -	
K-12 Multiliteracy Pathway Task Force	Title III LEP	\$ 25,000	\$ 11,951	\$ 13,049	The number of extra services hours and subs needed was less than anticipated.
Dual Language: CABE Professional Development-Contract & subs	Title III LEP	\$ 101,180	\$ 59,113	\$ 42,067	Substitute availability was limited, so this training was cancelled.
Dual Language: Site DL Coordinators stipends	Title III LEP	\$ 21,120	\$ 20,910	\$ 210	Change in fixed costs/benefits
Dual Language: Continuous Improvement Cycle Support	Title III LEP	\$ 133,984	\$ 179,854	\$ (45,870)	The Title III program needs and plans changed slightly so the cost of the improvement efforts to support collaboration and professional development to meet the identified programs needs increased.
Designated and Integrated ELD Professional Development	Title III LEP	\$ 83,684	\$ 42,127	\$ 41,557	Funds were shifted to support the continuous improvement cycle
Other Support Services for EL's	Title III LEP	\$ 77,510	\$ 85,705	\$ (8,195)	The Title III program needs and plans changed slightly so the cost of the improvement efforts to support collaboration and professional development to meet the identified programs needs increased.
Secondary LTEL Collaboration subs	Title III LEP	\$ 22,680	\$ 12,780	\$ 9,900	Due to limited sub availability, funds were used to provide other EL support services..
English Learners with Disabilities Task Force pilot	Title III LEP	\$ 25,040	\$ 11,611	\$ 13,429	The Title III program needs and plans changed slightly and the cost for this item decreased.
Grades 5 - 12 EL Mentors	Title III LEP	\$ 82,135	\$ 75,261	\$ 6,874	The number of hours needed for EL Mentors to provide support was less than anticipated.
Summer School and AVID Excel Bridge	Title III LEP	\$ 155,132	\$ 69,427	\$ 85,705	Due to the collaboration in utilizing resources for summer programs and student enrollment, expenditures are less than the amount originally budgeted.
Family and Community Engagement for ELs - CABE Conference	Title III LEP	\$ 42,000	\$ 14,841	\$ 27,159	Fewer parents than expected attended the CABE conference.
Direct Support to Students	Migrant	\$ 1,368,945	\$ 1,436,680	\$ (67,735)	Additional funds were received from the county.

Goal 1 Action 3					
Description	Budget	LCAP Allocation	Total Estimated Actual Expenditures	Balance	Notes
1 CTE Coordinator (100%)	LCFF S/C	\$ 170,575	\$ 170,085	\$ 490	Change in fixed costs/benefits.
1 Academy Project Facilitator (%)	LCFF S/C	\$ 9,142	\$ 9,118	\$ 24	Change in fixed costs/benefits.
RCOE Contract for CTE Teachers (\$709,993.34)	LCFF S/C	\$ 730,994	\$ 730,994	\$ -	
CTE Program Support- PD, Materials Supplies & 1 Admin Spec (35%)	LCFF S/C	\$ 500,000	\$ 500,000	\$ -	
Career Exploration/CTE Middle School Teacher Salaries	LCFF S/C	\$ 275,000	\$ 275,000	\$ -	
High School CTE Teacher Salaries	LCFF S/C	\$ 1,449,236	\$ 1,449,236	\$ -	





## Coachella Valley Unified School District LCAP 2018-2019 Budget - Material Differences

CA Partnership Academy Match (salaries, supplies, etc)	LCFF S/C	\$ 150,300	\$ 150,300	\$ -	
AVID Membership Fee/Contract	LCFF S/C	\$ 70,000	\$ 70,000	\$ -	
AVID Site Coordinator Stipends - Elementary (14 sites x \$2,500)	LCFF S/C (expense paid with new funding source)	\$ 88,249	\$ -	\$ 88,249	Stipends were paid with a different funding source.
Extended Day for Kindergarten - Teacher salaries (%)	LCFF S/C	\$ 4,403,935	\$ 4,403,935	\$ -	
Alternative School Principal & Teacher Salaries	LCFF S/C	\$ 1,465,326	\$ 1,465,326	\$ -	
Early Childhood Education Contribution	LCFF S/C	\$ 919,392	\$ 919,392	\$ -	
Ethnic Studies Initiative - Teacher salaries	LCFF S/C	\$ 661,205	\$ 661,205	\$ -	
Saturday School	LCFF S/C	\$ 354,688	\$ 354,688	\$ -	
Transportation Home to School & back	LCFF S/C	\$ 8,488,694	\$ 8,488,694	\$ -	
Transportation support for after school programs:athletics/activities	LCFF S/C	\$ 781,235	\$ 781,235	\$ -	
1 Testing Coordinator Salary (50%)	LCFF S/C	\$ 85,592	\$ 90,468	\$ (4,876)	Change in fixed costs/benefits.
1 IT Service Assistant (100%)	LCFF S/C	\$ 96,621	\$ 96,157	\$ 464	Change in fixed costs/benefits.
5 IT Service Technicians (100%)	LCFF S/C	\$ 579,736	\$ 568,243	\$ 11,493	Change in fixed costs/benefits.
3 Data Assessment Specialist salaries (1 @ 75% and 2 @ 25%)	LCFF S/C	\$ 126,932	\$ 126,932	\$ -	
22 Instructional Media Assistant salaries (100%)	LCFF S/C	\$ 1,903,058	\$ 1,882,875	\$ 20,183	Change in fixed costs/benefits.
Class Size 34 FTE over Bargaining Agreement Ratio	LCFF S/C	\$ 5,107,774	\$ 5,107,774	\$ -	
Hiring & Retention 3% Certificated (CVTA & Mgmt)	LCFF S/C	\$ 2,739,373	\$ 2,739,373	\$ -	
Secondary summer school (Not Including SpEd or Migrant)	LCFF S/C	\$ 300,000	\$ 300,000	\$ -	
Additional Funding Support for CTE	Carl Perkins	\$ 216,739	\$ 245,871	\$ (29,132)	Our allocation of Perkins funding from CDE was increased.
Additional Funding Support for CTE	CTE Incentive	\$ 1,395,036	\$ 1,395,036	\$ -	
Additional Funding Support for CTE	CA Partnership	\$ 300,600	\$ 300,600	\$ -	
Additional Funding Support for CTE	Agriculture Incentive	\$ 14,179	\$ 9,040	\$ 5,139	The Agriculture program had one less teacher this year so the district was not eligible for the same level of funding.
Additional Funding Support for College Readiness	College Readiness	\$ 380,807	\$ 471,521	\$ (90,714)	CThe amount of carryover funds was not known until after the LCAP was board approved.
Read 180/Math 180 Consumables & Hosting	Title I	\$ 250,000	\$ 250,000	\$ -	
1 Read 180/Math 180 District TOSA (100%)	Title I	\$ 153,845	\$ 34,452	\$ 119,393	Materials were shifted between sites to use all existing resources before ordering any new materials.
Preschool Support Staff / 1 Office Tech (100%) /2 SSI (50%)	Title I	\$ 166,584	\$ 240,443	\$ (73,859)	The personnel costs were greater than the program funds received, which resulting in an increase in the contribution to the preschool program.
Indian Education Formula Grant	Indian Ed	\$ 16,067	\$ 17,170	\$ (1,103)	Our final allocation was increased after the LCAP was approved.

### Goal 1 Action 4



## Coachella Valley Unified School District LCAP 2018-2019 Budget - Material Differences

Description	Budget	LCAP Allocation	Total Estimated Actual Expenditures	Balance	Notes
Site Allocations to Support Implementation of programs	LCFF S/C	\$ 752,130	\$ 526,914	\$ 225,216	Sites have funds are encumbered, but expenditures have not occurred yet.
1 State and Federal Proj Director salary (50%)	LCFF S/C	\$ 106,535	\$ 106,289	\$ 246	Change in fixed costs/benefits.
1 Administrative Specialist salary (15%)	LCFF S/C	\$ 14,720	\$ 14,650	\$ 70	Change in fixed costs/benefits.
1 Budget Specialist salary (50%)	LCFF S/C	\$ 56,492	\$ 56,259	\$ 233	Change in fixed costs/benefits.
1 Site Allocations to Support Title I programs	Title I	\$ 812,898	\$ 701,720	\$ 111,178	Sites have funds are encumbered, but expenditures have not occurred yet.
1 State and Federal Proj Director salary (50%)	Title I	\$ 106,811	\$ 106,289	\$ 522	Change in fixed costs/benefits.
1 State and Federal Proj. Coordinator (100%)	Title I	\$ 170,993	\$ 170,085	\$ 908	Change in fixed costs/benefits.
1 Administrative Specialist salary (85%)	Title I	\$ 83,613	\$ 83,019	\$ 594	Change in fixed costs/benefits.
1 Budget Specialist salary (50%)	Title I	\$ 56,492	\$ 56,259	\$ 233	Change in fixed costs/benefits.
District Support PD for Title I program implementatio/monitoring	Title I	\$ 65,140	\$ 65,140	\$ -	

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Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The 2019-2020 LCAP will reflect the following changes:

### Goal 1 Action 1

- CWA will provide school faculty and staff with professional development designed to raise awareness of support required for our foster and homeless youth to graduate on time with the skills, experiences and credentials required to be successful in college or a career in the global 21st century labor market
- Assistant Administrators for Instruction Improvement funding will increase from 50% to 80% Title I in order to meet the site need of additional coaching support and program implementation/monitoring/evaluation.
- 1 Technology Coordinator position was eliminated.
- 2 Technology TOSA positions were eliminated.

- 2 Common Core TOSA positions were eliminated.
- Proposed: 4 Instructional Specialists
- The budgeted amount for professional development with Title I and Title II decreased. However, part of an y carryover funds will be used to support professional development.
- Proposed: 1 Instructional Specialist – Professional Development

#### Goal 1 Action 2

- Funds were budgeted to provide a Newcomer Academy.

#### Goal 1 Action 3

- AVID will be supported with Title I funds.
- The funding for one Academy Project Facilitator shifted from 5% to 80%)
- The funding for one Data Assessment Specialist shifted from 75% to 50% with LCFF funds.
- The district will not receive College Readiness funding in 2019-2020.
- The district did receive a new CTE Incentive Grant for \$500,000.
- In order to maintain early childhood programs, the district will increase the funding to \$833,350 out of Title I.
- Proposed: 2 Instructional Specialists – Special Education with Title I

#### Goal 1 Action 4

- The district received ESSA Comprehensive Support & Improvement (CSI) funds for La Familia High School and Bobby Duke Middle School.

# Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 2

Improve conditions of learning in a fiscally solvent and operationally efficient manner.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

Appropriately Assigned Teachers

#### 18-19

A. 2018-19 goal is to have 100% of teachers appropriately assigned and fully credentialed.

#### Baseline

A. 100% of teachers meet the Highly-Qualified Teacher assignment status.

### Metric/Indicator

Access to Curriculum- Aligned Instructional Materials

#### 18-19

B. 2018-19 goal is to maintain the 100% Textbook Sufficiency - every pupil in the school district has sufficient access to the standards-aligned instructional materials based on Williams Report.

#### Baseline

B. Williams Report: 100% Textbook Sufficiency - every pupil in the school district has sufficient access to the standards-aligned instructional materials.

### Metric/Indicator

Safe, Clean and Functional School Facilities

Actual

### Metric/Indicator

Appropriately Assigned Teachers

#### 18-19

A. The 2018-19 goal to have 100% of teachers appropriately assigned and fully credentialed was met.

### Metric/Indicator

Access to Curriculum- Aligned Instructional Materials

#### 18-19

B. The 2018-19 goal to maintain the 100% Textbook Sufficiency based on Williams Report was met. Every pupil in the school district had sufficient access to the standards-aligned instructional materials.

### Metric/Indicator

Safe, Clean and Functional School Facilities

## Expected

### 18-19

2018-19 Facilities Inspection Tool (FIT) Overall School Rating goal is to remain Good with a minimum of 95%. The overall Restroom Category goal is to remain Good with a minimum of 90%.

#### Baseline

Williams Compliance Monitoring: Facilities Inspection Tool (FIT) report on Restrooms and Overall School Rating: rated Good and Exemplary for all but two schools in the district.

The Facilities Inspection Tool (FIT) Overall School Rating was exemplary with a rating of 93.89%. Overall Restroom Category also rated Exemplary with 93.89%.

## Actual

### 18-19

The 2018-19 Facilities Inspection Tool (FIT) Overall School Rating goal to remain Good with a minimum of 95% goal was met with a score of 95.28%. The overall Restroom Category goal to remain Good with a minimum of 90% was not met given our score of 81.11% and Fair rating.

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<b>APPROPRIATELY ASSIGNED TEACHERS</b>  CVUSD will continue to support the following actions and services to recruit, retain and support appropriately assigned and fully credentialed teachers:  1) Peer Assistance and Review (PAR)	<b>APPROPRIATELY ASSIGNED TEACHERS</b>  CVUSD continued to support the following actions and services to recruit, retain and support appropriately assigned and fully credentialed teachers:  1) Peer Assistance and Review (PAR)  No teachers were referred to participate in PAR during 2018-2019. Only one teacher elected to self-refer for three months in PAR for 2018-2019.	1000-3999: Salaries and Benefits - \$193,593 LCFF Supplemental/Concentration 0701 \$193,593  1000-3999: Salaries and Benefits - \$878,653 5000-5999: Services and Other Operating Expenditures - \$96,000' Title II 4035 \$974,653	1000-3999: Salaries and Benefits - \$102,622 LCFF Supplemental/Concentration 0761 \$194,089  1000-3999: Salaries and Benefits - \$689,683 5000-5999: Services and Other Operating Expenditures - \$64,000 Title II 4035 \$753,683

<p>2) Beginning Teacher Support &amp; Assessment Induction Program (BTSA)</p>	<p>2) Beginning Teacher Support &amp; Assessment Induction Program (BTSA)</p> <p>BTSA-Center for Teacher Innovation (CTI) There were 32 teachers participating as candidates in the induction program, to clear their credential and were assigned an Induction Mentor (PAR/BTSA TOSA). Some areas of focus were: classroom management, student centered learning, diversity, differentiation, technology integration, reflection, classroom culture, and more. The candidate/coach relationship was the heart of CTI's Induction Program. Confidential support and guidance was provided.</p>
<p>3) Special Education Teacher Incentive</p>	<p>3) Special Education Teacher Incentive</p> <p>The Special Education teacher stipend assisted the District in the hiring and retention of special education teachers. The stipend also compensated special education teachers for the performance of Individual Education Program (IEP) paperwork.</p>
<p>4) Teacher Attendance Incentive</p>	<p>4) Teacher Attendance Incentive</p> <p>116 teachers received the Perfect Attendance Stipend for the first semester of 2018-2019. It is anticipated that a similar number of</p>

	teachers will qualify for the stipend for the second semester.
5) Professional Development	5) Professional Development
• -----	• -----
LCFF Supplemental/Concentration	LCFF Supplemental/Concentration
* 2 PAR/BTSA Teacher on Special Assignment (\$0) N/A Funding was changed to Title II	* 2 PAR/BTSA Teacher on Special Assignment (\$0) N/A Funding was changed to Title II
* 1 Recruitment Specialist (\$102,126)	* 1 Recruitment Specialist (\$103,511)
* Stipend for BCLAD teachers assigned to a dual language classroom (\$91,467)	* Stipend for BCLAD teachers assigned to a dual language classroom (\$91,467)
Title II	Title II
* 3 PAR/BTSA Teacher on Special Assignment (\$466,348)	* Based on the number of teachers requiring BTSA support, the district filled 2 of the 3 positions that were budgeted for. (\$288,551)
* PAR Council and substitutes (\$14,000)	* The PAR Council was active. (\$14,000)
* Special Ed Stipend (\$140,000)	* Stipends were paid to all special ed teachers. (\$128,100)
* RCOE Program Facilitation Fee (60 teachers) (\$96,000)	* RCOE Program Facilitation Fee (60 teachers) (\$64,000)
* Perfect Attendance Stipend (\$150,000)	* Perfect Attendance Stipends were paid each semester to teachers with perfect attendance. (\$150,000)



\* Director of Human Resources  
(50%) (\$108,305)

Educator Effectiveness

\* 1 PAR/BTSA Teacher on Special  
Assignment (\$0) N/A Funding was  
changed to Title II

\* The Director of Human  
Resources provided support in  
order to recruit and retain teachers  
and administrators (50%)  
(\$109,032)

Educator Effectiveness

\* 1 PAR/BTSA Teacher on Special  
Assignment (\$0) N/A Funding was  
changed to Title II

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

### Action 1

PAR Council Member stipends for 7 members. No teachers were referred to participate in PAR during 2018-2019 school year. Only one teacher elected to self-refer for three months in PAR for 2018-2019.

BTSA-Center for Teacher Innovation (CTI) There were 32 teachers participating as candidates in the induction program, to clear their credential. They were assigned to an Induction Mentor (PAR/BTSA TOSA). Areas of focus were: classroom management, student centered learning, diversity, differentiation, technology integration, reflection, classroom culture, and more. The candidate/coach relationship is the heart of CTI's Induction Program. Confidential support and guidance was provided.

### Special Education Teacher Incentive

The Special Education teacher stipend assisted the District in the hiring and retention of special education teachers. The district ended the 2017-2018 school year with all vacant special education positions fully staffed. The stipend also compensated special education teachers for the performance of Individual Education Program (IEP) paperwork. Teacher Attendance Incentive 127 teachers received the Perfect Attendance Stipend for the first semester of 2017-2018. CVUSD offered a \$500 stipend for each semester, paid at the end of each semester.

### Director of Human Resources (50% of Salary)

Provided professional development for principals, participated in recruitment activities, hired highly qualified teachers, oversaw PAR/BTSA activities, attended several job fairs  
implemented a new HR system, monitored assignments, and conducted general Human Resources activities.



Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The PAR Council had 7 seven members and four of the certificated staff members received a stipend of \$2,000.

Barriers:

- \* Mileage was needed because coaches were required to meet with candidates in person, at their school sites, per the requirements of the program.
- \* Two additional teachers began to teach Dual Language program during the 2018-19 school year due to program expansion/growth, this required an additional cost of \$2,000.00

Teacher candidates were required to participate in three observations with their coaches throughout the year. One of the observations allowed for the candidate to observe an expert teacher alongside their coach. This was a very valuable opportunity to coach the candidate regarding strategies observed in the expert teacher's classroom. The coaches suggested this be the first observation made available to candidates beginning as early in the school year as the expert teacher will allow but by October at the latest.

Beginning Teacher Support & Assessment Induction Program (BTSA) - All teachers were appropriately assigned and fully credentialed, with the exception of one teacher. One PAR teacher successfully completed the year. New teachers worked on completing their induction program in two years while providing quality instruction to students

Observing expert teachers improved student learning because the teacher candidate learned from experts in their field. Indications of success were evident when the coach observed the candidate apply in their classroom what was learned during the expert observation. Data reviewed regarding the benefit of expert observations is through decreased office discipline referrals and increased scores on formative assessments. Moreover, candidates were increasing their professional network by interacting with their colleagues.

RCOE Program Facilitation Fee (60 Teachers)

RCOE provided training and support for 32 new teachers who were in the induction program at a cost of \$2,000 for each candidate, for total of \$64,000 for 2018-19.

Perfect Attendance Stipend for Teachers

Teacher Attendance Incentive - This action was effective in securing teacher attendance, therefore resulting in continuous effective instruction and best instructional practices.

In the first semester of 2018-19, 120 teachers qualified. In comparison, 127 teachers received the Perfect Attendance Stipend for the first semester of 2017-2018.

Special Education Teacher Stipend

In the 2018-19 school year, there have been several positions we have been unable to fill.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.



## Coachella Valley Unified School District LCAP 2018-2019 Budget - Material Differences

### Goal 2 Action 1

Description	Budget	LCAP Allocation	Total Estimated Actual Expenditures	Balance	Notes
1 HR Recruitment Specialist (100%)	LCFF S/C	\$ 102,126	\$ 102,622	\$ (496)	Change in fixed costs/benefits.
BCLAD Stipend	LCFF S/C	\$ 91,467	\$ 91,467	\$ -	
2 PAR/BTSA Teachers on Special Assignment (100%)	Title II	\$ 466,348	\$ 288,551	\$ 177,797	One position was unfilled as the number of new teachers did not justify hiring a 3rd TOSA.
BTSA/PAR Subs & Mileage	Title II	\$ 14,000	\$ 14,000	\$ -	
Special Ed. Teachers Stipend	Title II	\$ 140,000	\$ 128,100	\$ 11,900	The number of special education teachers was less than expected.
RCOE Program Facilitation Fee	Title II	\$ 96,000	\$ 64,000	\$ 32,000	This expense was per participating teacher and the number of new teachers was less than anticipated.
Perfect Attendance Stipend for Teachers	Title II	\$ 150,000	\$ 150,000	\$ -	
1 Director of Human Resources (50% of Salary)	Title II	\$ 108,305	\$ 109,032	\$ (727)	Change in fixed costs/benefits.

### Goal 2 Action 1

Description	Budget	LCAP Allocation	Total Estimated Actual Expenditures	Balance	Notes
1 HR Recruitment Specialist (100%)	LCFF S/C	\$ 102,126	\$ 102,622	\$ (496)	Change in fixed costs/benefits.
BCLAD Stipend	LCFF S/C	\$ 91,467	\$ 91,467	\$ -	
2 PAR/BTSA Teachers on Special Assignment (100%)	Title II	\$ 466,348	\$ 288,551	\$ 177,797	
BTSA/PAR Subs & Mileage	Title II	\$ 14,000	\$ 14,000	\$ -	
Special Ed. Teachers Stipend	Title II	\$ 140,000	\$ 128,100	\$ 11,900	
RCOE Program Facilitation Fee	Title II	\$ 96,000	\$ 64,000	\$ 32,000	
Perfect Attendance Stipend for Teachers	Title II	\$ 150,000	\$ 150,000	\$ -	
1 Director of Human Resources (50% of Salary)	Title II	\$ 108,305	\$ 109,032	\$ (727)	Change in fixed costs/benefits.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal 2 Action 1

- The funding for the Perfect Attendance stipend decreased for 2019-2020 based on actual stipends paid in 2018-2019.

# Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 3

Increase engagement and collaboration among students, parents, staff, and community members.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                             Priority 5: Pupil Engagement (Engagement)  
                             Priority 6: School Climate (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Parent Engagement 1) CVUSD will use the proposed Option 1: Survey from CA Dashboard (LEA administers a local survey to parents/guardians in at least one grade within each grade span):</p> <p>2) Seeking input from parents in decision making:</p> <p>3) Promoting Parental Participation:</p>	<p>Metric/Indicator Parent Engagement 1) CVUSD will use the proposed Option 1: Survey from CA Dashboard (LEA administers a local survey to parents/guardians in at least one grade within each grade span):</p> <p>2) Seeking input from parents in decision making:</p> <p>3) Promoting Parental Participation:</p> <p>18-19 Seeking input from parents Survey:</p> <p>The goal to continue to refine the survey to collect and analyze data of the local survey for at least 500 surveys throughout the district in order to address their needs was met with 2,203 surveys collected.</p> <p>Based on a local district parent survey (2,203 parent responses) Elementary School - 1,774 responses</p>

## Expected

### 18-19

Seeking input from parents Survey:

Continue to refine the survey to collect and analyze data of the local survey for at least 500 surveys throughout the district in order to address their needs.

Seeking input from parents in decision making:

20 out of 21 schools will reach quorum in at least 5 school site council; in at least 4 ELAC meetings; and 19 out of the 21 schools will send at least one representative to the District Parent Advisory Council.

Promoting Parental Participation:

At least 10 percent of our parent population (unduplicated and SWD) will attend our parenting workshops as measured by sign in sheets.

### Baseline

1) CVUSD will use the proposed Option 1: Survey from CA Dashboard (LEA administers a local survey to parents/guardians in at least one grade within each grade span): There was a parent survey administered during the year, however there was not enough parent participation as we only collected 58 surveys.

2) Seeking input from parents in decision making:

3) Promoting Parental Participation:

## Actual

Middle School - 297 responses

High School - 162 responses

The following was noted:

63.1 % (1,390 out of 2,203) of parents feel welcome by their child's school office personnel.

59.1% (1,302 out of 2,203) of parents feel that they are able to communicate with their child's Principal.

62.2% (1,370 out of 2,203) of parents feel they are able to communicate with their child's teacher.

60.3% (1,328 out of 2,203) of parents feel well informed by the school and/ or teacher about their child's progress.

DATA from the 2017-18 School Year:

Based on a local district parent survey (1,812 parent responses), the following was noted: 93.5%

(1,695 out of 1,812) of parents feel welcome by their child's school office personnel.

86.6% (1,570 out of 1,812) of parents feel that they are able to communicate with their child's Principal.

92.1% (1,670 out of 1,812) of parents feel they are able to communicate with their child's teacher.

90.6% (1,641 out of 1,812) of parents feel well informed by the school and/ or teacher about their child's progress.

Seeking input from parents in decision making:

The goals to have 20 out of 21 schools reach quorum in at least 5 school site council meetings, in at least 4 ELAC meetings; and 19 out of the 21 schools to send at least one representative to the District Parent Advisory Council was not met. 7 out of 21 sites have reported meeting at least 5 times with quorum for School Site Council, 0 out of 21 schools has reported meeting at least 4 times with quorum for ELAC and 10 sites have send at least one representative to the District Advisory Council.

Promoting Parental Participation:

The goal to have at least 10 percent of our parent population (unduplicated and SWD) attend our parenting workshops as measured by sign in sheets was met. 3,973 parents attended district workshops out of a population of 18,146 students; 21%.

## Expected

### Metric/Indicator

A. School Attendance

B. Chronic Absenteeism

C. Middle School Dropout Rate:

D. High School Dropout Rate

E. High School Graduation Rate

### 18-19

A. 2018-19 School Attendance rate goal is to maintain or increase to 97%

B. 2018-19 Chronic Absenteeism goal is to decrease 2%; 9.4% total

C. 2018-19 Middle School Dropout Rate goal is to decrease by 20% - 1 student; 4 students total

D. 2018-19 High School Dropout Rate goal is to decrease 10%, 4 students; 39 students total

E. 2018-19 High School Graduation Rate goal is to increase by 1.8%; to 90%

### Baseline

A. School Attendance- 95.13%

B. Chronic Absenteeism- 13.4%

C. Middle School Dropout Rate- 6 students total

D. High School Dropout Rate- 48 students total

E. High School Graduation Rate - 86.2%: Green: status 86.2, change +4.4

### Metric/Indicator

School Climate

A. Pupil suspension rate

## Actual

### Metric/Indicator

A. School Attendance

B. Chronic Absenteeism

C. Middle School Dropout Rate:

D. High School Dropout Rate

E. High School Graduation Rate

### 18-19

A. The 2018-19 School Attendance rate goal to maintain or increase to 97% data will be provided in late August.

B. The 2018-19 Chronic Absenteeism goal to decrease 2%; 9.4% total data will be provided in late August.

C. The 2018-19 Middle School Dropout Rate goal to decrease by 20% - 1 student; 4 student's total data will be provided in late August.

D. The 2018-19 High School Dropout Rate goal to decrease 10%, 4 students; 39 students total data will be provided in late August.

E. The 2018-19 High School Graduation Rate goal to increase by 1.8%; to 90% data will be provided in late August.

### Metric/Indicator

School Climate

A. Pupil suspension rate

## Expected

B. Pupil expulsion rate

C. California Healthy Kids School Survey: Administered to students, parents and teachers

### 18-19

A. Pupil suspension rate: 3.59%

All Students: 3.1%

American Indian: 4.9%

Black/African American: 8.7%

Hispanic: 2.9%

White: 4.6%

2 or more races: 10.1.1%

Economically Disadvantaged: 3.1%

Students with Disabilities: 8.0%

English Learners: 2.8%

B. Pupil expulsion rate: 0.12%

C. 2018-19 goal is to administer the California Healthy School Survey to all students, parents and teachers in grades 5, 7, 9 and 11. Following the administration, we will analyze the survey by overall and subgroups for the purpose of school safety and connectedness.

Based on the CHKS - the following goals are set for school safety and connectedness (as measured by 5th, 7th, 9th, and 11th grade students:

Based on the 2018 CHKS data (which had a significant increase in the number of respondents over the modified CHKS in 2017 survey), goals have been reestablished as follows:

\*School connectedness:

5th- 67 %, 7th -32%, 9th - 20%, 11th - 18%

\*Academic motivation: 5th 50%, 7th- 45% 9th - 35%, 11th - 34%

## Actual

B. Pupil expulsion rate

C. California Healthy Kids School Survey: Administered to students, parents and teachers

### 18-19

A. The goal to reduce pupil suspension rate to 3.59% data will be provided late August along with the data to reduce suspension rate for the following student groups:

All Students: 3.1%

American Indian: 4.9%

Black/African American: 8.7%

Hispanic: 2.9%

White: 4.6%

2 or more races: 10.1.1%

Economically Disadvantaged: 3.1%

Students with Disabilities: 8.0%

English Learners: 2.8%

B. The goal to reduce pupil expulsion rate to 0.12% data will be provided late August.

C. The 2018-19 goal to administer the California Healthy School Survey to all students, parents and teachers in grades 5, 7, 9 and 11 was met. Following the administration, we analyzed the survey by overall and student groups for the purpose of school safety and connectedness.

\*The school connectedness goals for 5th- 67 %, 7th -32%, 9th - 20%, 11th - 18%

\*The academic motivation goals for 5th 50%, 7th- 45% 9th - 35%, 11th - 34%

## Expected

- \*Caring adult relationships: 5th - 65%, 7th - 40%, 9th -30 %, 11th - 30%
- \*Meaningful participation: 5th - 35%, 7th - 22%, 9th - 15 %, 11th - 15%
- \*School perceived as safe: 5th - 85%, 7th - 60%, 9th - 55%, 11th - 52%
- \*Experienced harassment/bullying: 5th - 45%, 7th - 20%, 9th - 18%, 11th - 18%
- \*Experienced chronic sadness/hopelessness: 5th - 25%, 7th - 20%, 9th - 20%, 11th - 28%
  - 20%, 11th - 28%
- \* Facilities upkeep: 5th – 10%, 7th - 6%, 9th – 4%, 11th - 4%
- \* Experienced any harassment or bullying: 5th – 20%, 7th - 27%, 9th – 24%, 11th - 26%
- \* Had mean rumors or lies spread about you: 5th – 25%, 7th - 33%, 9th – 28%, 11th - 33%
- \* Current alcohol or drug use: 5th – 0%, 7th - 10%, 9th – 15%, 11th - 26%

### Baseline

A. Pupil suspension rate:  
 All Students: 4.1%  
 American Indian: 8.9%  
 Black/African American: 16.7%  
 Hispanic: 3.9%  
 White: 6.6%  
 2 or more races: 11.1%  
 Economically Disadvantaged: 4.1%  
 Students with Disabilities: 10.0%  
 English Learners: 3.8%

B. Pupil expulsion rate: 0.15%

C. A modified version of the CHKS School Climate Survey was administered to students, parents and teachers, and implemented in May, 2017. The results of the Local School Climate will serve as a baseline, which will be monitored by the CHKS in October, 2017 and the following two years.

## Actual

- \*The caring adult relationships goals for 5th - 65%, 7th - 40%, 9th -30 %, 11th - 30%
- \*The meaningful participation goals for 5th - 35%, 7th - 22%, 9th - 15 %, 11th - 15%
- \*The school perceived as safe goals for 5th - 85%, 7th - 60%, 9th - 55%, 11th - 52%
- \*The "experienced harassment/bullying" goals for 5th - 45%, 7th - 20%, 9th - 18%, 11th -18%
- \*The "experienced chronic sadness/hopelessness" for 5th - 25%, 7th - 20%, 9th - 20%, 11th - 28%
  - 20%, 11th - 28%
- \* The facilities upkeep goal for 5th – 10%, 7th - 6%, 9th – 4%, 11th - 4%
- \*The "experienced any harassment or bullying" goal for 5th – 20%, 7th - 27%, 9th – 24%, 11th - 26%
- \* The "had mean rumors or lies spread about you" goal for 5th – 25%, 7th - 33%, 9th – 28%, 11th - 33%
- \*The current alcohol or drug use goal for 5th – 0%, 7th - 10%, 9th – 15%, 11th - 26%



## Expected

The baseline results are:  
 Q1. Feel safe at school:  
 Strongly Agree/Agree: 73.26%  
 Neutral/Disagree/Strongly Disagree: 26.74%  
 Q2. Feel safe at classrooms:  
 Strongly Agree/Agree: 84.43%  
 Neutral/Disagree/Strongly Disagree: 15.56%  
 Q3. Students at school are well-behaved:  
 Strongly Agree/Agree: 33.11%  
 Neutral/Disagree/Strongly Disagree: 66.88%  
 Q4. Adults at the schools treat students with respect:  
 Strongly Agree/Agree: 71.15%  
 Neutral/Disagree/Strongly Disagree: 28.84%  
 Q5. Teacher at the schools build strong relationships with students: Strongly Agree/Agree: 65.27%  
 Neutral/Disagree/Strongly Disagree: 34.73%  
 Q6. Student respect their teachers:  
 Strongly Agree/Agree: 48.69%  
 Neutral/Disagree/Strongly Disagree: 51.31%  
 Q7. Feel safe at school Teacher utilize other means of correction:  
 Strongly Agree/Agree: 65.27%  
 Neutral/Disagree/Strongly Disagree: 34.73%  
 Q8. School administrators promote the success of all students:  
 Strongly Agree/Agree: 67.84%  
 Neutral/Disagree/Strongly Disagree: 32.16%

## Actual

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ENGAGE PARENTS  1) Seeking input from parents Survey: Continue to refine and administer the survey in order to collect and analyze survey data.	ENGAGE PARENTS  1) Seeking input from parents Survey: Continued to refine and administer the survey in order to collect and analyze survey data.	2000-3999: Salaries and Benefits - \$539,318 LCFF Supplemental/Concentration 0762 \$539,318	2000-3999: Salaries and Benefits - \$542,466 LCFF Supplemental/Concentration 0762 \$542,466

	<p>The parent survey was refined for the year 2018-2019 to include two additional questions. A total number of 2,798 surveys were collected by our parent liaison staff. Survey data is currently being analyzed at the site and district level.</p>	<p>1000-3999: Salaries and Benefits - \$651,246 4000-5999: Books, Supplies, Services and Other Operating Expenditures - \$150,000 Title I 3010 \$801,246</p>	<p>1000-3999: Salaries and Benefits - \$694,766 4000-5999: Books, Supplies, Services and Other Operating Expenditures - \$100,00 Title I 3010 \$794,766</p>
<p>2) Seeking input from parents in decision making: Provide parent workshops/training to at least 200 parents throughout the district, on various topics related to parents supporting their child's academic success.</p>	<p>2) Seeking input from parents in decision making: We provided parent workshops/training to 30 parents throughout the district, on various topics related to parents supporting their child's academic success.</p>		
<p>3) Promoting Parental Participation:</p>	<p>3) Promoting Parental Participation:</p>		
<p>*At least 3,000 parents attend workshops</p>	<p>To date the Parent Engagement program has served approximately 1,500 parents as measured by sign in sheets.</p>		
<p>*Parent Centers for 19 sites</p>	<p>*Parent Centers for 19 sites</p> <p>As of 1/11/19 there were 16 parent centers in operation.</p> <p>We began the year with 19, but due to enrollment and site needs three parent centers were closed as the classroom was needed for instruction.</p> <p>We are hopeful that the classrooms will be recuperated in 2019-2020, bringing us back to 19 centers.</p>		

* 1 Parent Liaison at each school site	* 1 Parent Liaison at each school site 2018-2019 has been the first year the Parent Engagement program has been fully staffed and we had a Parent Liaison at all 21 school sites.
* Family Involvement Action Team (FIAT) at each school site	* Family Involvement Action Team (FIAT) at each school site  For the year 2018-2019 it was decided that the Family Involvement Action Teams would not be continued and that our parent liaisons and the Parent Leaders Always Taking Action, (PLATA) would take the lead with all parent related activities at the sites.
• -----	• -----
LCFF Supplemental/Concentration	LCFF Supplemental/Concentration
* Fund 2 existing translators (\$199,352)	* 2 existing translators provided interpreting and translation services for the district and sites. (\$202,510)
* Fund extra services for Purepecha/Oaxacan interpreting services (\$0) N/A	* Fund extra services for Purepecha/Oaxacan interpreting services (\$0) N/A
* Fund 4 Bilingual Psychologist Technicians (\$339,966)	* Fund 4 Bilingual Psychologist Technicians (\$367,195)
Title I	Title I
* Parent Engagement Support Staff	* Parent Engagement Support Staff

- Parent/Community Engagement Coordinator (100%) (\$172,970)
- Parent Liaison Supervisor (100%) (\$114,940)
- Parent Engagement/Migrant Ed Administrative Specialists (50%) (\$48,336)

\* Parent Center Liaisons (\$315,000)

\* Parent Engagement Activities (\$150,000)

\* FIAT Stipends (\$0) N/A This stipend is no longer funded.

- Parent/Community Engagement Coordinator (100%) (\$165,664)
- Parent Liaison Supervisor (100%) (\$116,063)
- Parent Engagement/Migrant Ed Administrative Specialists (50%) (\$48,039)

\* Parent Center Liaisons (\$315,000)

\* Parent Engagement Activities (\$150,000)

\* FIAT Stipends (\$0) N/A This stipend is no longer funded.

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ENGAGE STUDENTS	ENGAGE STUDENTS	1000-3999: Salaries and Benefits - \$5,982,277 LCFF Supplemental/Concentration 0762 \$5,982,277	1000-3999: Salaries and Benefits - \$5,475,180 4000-5999 - \$500,000 LCFF Supplemental/Concentration 0762 \$5,975,180
A. Improve school Attendance:	A. Improve school Attendance:		
B. Decrease chronic Absenteeism:	B. Decrease chronic Absenteeism:		
<ul style="list-style-type: none"> <li>• Monthly Attendance reports</li> <li>• Attendance guidelines addressed in Parent/Student handbook</li> <li>• 24 Attendance Clerks to improve attendance</li> <li>• Fund an Attendance Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly Attendance reports</li> <li>• Attendance guidelines addressed in Parent/Student handbook</li> <li>• 24 Attendance Clerks to improve attendance</li> <li>• Fund an Attendance Coordinator</li> </ul>	1000-3999: Salaries and Benefits - \$1,663,007 4000 - 4999: Books and Supplies - \$313,628 5000 - 5999: Services and Other Operating Expenditures - \$894,776 After School Safety & Support (ASES) 6010 \$2,871,411	1000-3999: Salaries and Benefits - \$1,619,594 4000 - 4999: Books and Supplies - \$ 454,437 5000 - 5999: Services and Other Operating Expenditures - \$ 910,950 After School Safety & Support (ASES) 6010 \$2,984,981

- SARB Process: Call home, home visit, truancy letters, SART, SARB, DA Mediation.
- Resources offered at SART, SARB.
- After School Education and Safety (ASES) (moved from Goal 1, Action 3)

C. Decrease Middle School Dropout Rate:

D. Decrease High School Dropout Rate:

- Alternative Placement
- Interventions: contracted counseling services, youth mentorship program healing circles
- Support for Foster/Homeless Youth

E. Increase High School Graduation Rate:

\*Continue to fund additional counselor positions and academy advisor to maintain low counselor to student ratio.

\* The Alternative Education Transition Specialist position was eliminated

Based on the California School Dashboard, there is a performance gap in the graduation rates of ALL students (green), Students with Disabilities (orange), Homeless

- SARB Process: Call home, home visit, truancy letters, SART, SARB, DA Mediation.
- Resources offered at SART, SARB.
- After School Education and Safety (ASES) (moved from Goal 1, Action 3)

C. Decrease Middle School Dropout Rate:

D. Decrease High School Dropout Rate:

- Alternative Placement
- Interventions: contracted counseling services, youth mentorship program healing circles
- Support for Foster/Homeless Youth

E. Increase High School Graduation Rate:

\*Continued to fund additional counselor positions and an academy advisor to maintain low counselor to student ratio.

\* The Alternative Education Transition Specialist position was eliminated

Based on the California School Dashboard, there was a performance gap in the graduation rates of ALL students (green), Students with Disabilities (orange),

students (yellow), and English Learner students (yellow). CVUSD will close the performance gap by implementing the following:

- \* Counselors will meet with students in grades 9-12 annually to review graduation status, A-G course completion, transcripts, educational options and risk factors, including the risk of non-completion of A-G requirements. Parents will receive notification.

- \* Additionally, a counselor will notify parents and students (with signature required from both) when a change in A-G eligibility occurs.

- \* All high schools will run reports of course failures after each marking period (4 times per year) and meet with each student to advise him/her on the impact of A-G eligibility and graduation, and arrange for credit recovery.

- \* Maintain and expand athletic programs to provide students with opportunities to be fully engaged leading to increased student achievement and an increased graduation rate.

LCFF Supplemental/Concentration

- \* Counselor salaries (\$2,793,004)

- \* Fund an Attendance Coordinator (\$171,185)

Homeless students (yellow), and English Learner students (yellow). CVUSD will close the performance gap by implementing the following:

- \* Counselors met with students in grades 9-12 annually to review graduation status, A-G course completion, transcripts, educational options and risk factors, including the risk of non-completion of A-G requirements. Parents will receive notification.

- \* Additionally, a counselor notified parents and students (with signature required from both) when a change in A-G eligibility occurs.

- \* All high schools ran reports of course failures after each marking period (4 times per year) and met with each student to advise him/her on the impact of A-G eligibility and graduation, and arranged for credit recovery.

- \* Maintained and expanded athletic programs to provide students with opportunities to be fully engaged leading to increased student achievement and an increased graduation rate.

LCFF Supplemental/Concentration

- \* Counselor salaries (\$2,793,004)

- \* Fund an Attendance Coordinator (\$164,183)

\* Continue to fund 7 existing attendance clerks at school sites (\$516,154)

\* Alternative Ed Transition Specialist - (\$0) N/A position eliminated

\* Site Athletics Program, Budget, Coaching Stipends (\$1,984,214)

\* ASES Coordinator (\$76,024)

\* Director of Activities (\$221,787)

\* Director of Athletics (\$219,909)

\* Ethnic Studies - (\$0) N/A - has been moved to Goal 1, Action 3. It is a better fit with a broad course of study.

• -----

After School Education and Safety (ASES) (\$2,871,411)

\* Continue to fund 7 existing attendance clerks at school sites (\$516,154)

\* Alternative Ed Transition Specialist - (\$0) N/A position eliminated

\* Site Athletics Program, Budget, Coaching Stipends (\$1,984,214)

\* ASES Coordinator (\$76,024)

\* Director of Activities (\$221,787)

\* Director of Athletics (\$219,909)

\* Ethnic Studies - (\$0) N/A - has been moved to Goal 1, Action 3. It is a better fit with a broad course of study.

• -----

After School Education and Safety (ASES) (\$2,871,411)

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CREATE A POSITIVE SCHOOL CLIMATE	CREATE A POSITIVE SCHOOL CLIMATE	1000-3999: Salaries and Benefits - \$5,042,557 LCFF Supplemental/Concentration 0762 \$5,042,557	1000-3999: Salaries and Benefits - \$5,032,340 LCFF Supplemental/Concentration 0762 \$5,032,340
A. Decrease pupil suspension rate:	A. Decrease pupil suspension rate:		
B. Decrease pupil expulsion rate: Improve school climate and provide student assistance to address social-emotional needs	B. Decrease pupil expulsion rate: Improve school climate and provide student assistance to address social-emotional needs	4000-4999: Books and Supplies - \$40,000 5000-5999: Services and Other Operating Expenditures -	1000-3999: - \$50,000 4000-4999: Books and Supplies - \$362,457 5000-5999: Services and Other

<p>* Contract counseling services to provide Social-Emotional/classroom-based and crisis counseling at 21 schools</p> <p>* Positive Behavior Intervention &amp; Supports (PBIS) including a lead per site</p> <p>* Implementation of Restorative Justice</p> <p>* Positive/Negative Staff to Students Data</p> <p>* Support the Implementation of the California Learning Communities for School Success Program Grant and the implementation of Restorative Practices to</p> <p>decrease pupil suspension rate, decrease pupil expulsion rate, improve school climate, and provide student assistance to address social-emotional needs.</p> <p>* Support for Foster and Homeless youth</p> <p>• -----</p> <p>LCFF Supplemental/Concentration</p> <p>* Fund 2 existing Child Welfare &amp; Attendance district counselors focused on:</p>	<p>* Contracted counseling services to provide Social-Emotional/classroom-based and crisis counseling at 21 schools</p> <p>* Positive Behavior Intervention &amp; Supports (PBIS) included a lead at each site.</p> <p>* Restorative Justice was implemented.</p> <p>* Positive/Negative Staff to Student Data was collected.</p> <p>* Supported the Implementation of the California Learning Communities for School Success Program Grant and the implementation of Restorative Practices to</p> <p>decrease pupil suspension rate, decrease pupil expulsion rate, improve school climate, and provide student assistance to address social-emotional needs.</p> <p>* Supported for Foster and Homeless youth</p> <p>• -----</p> <p>LCFF Supplemental/Concentration</p> <p>* Fund 2 existing Child Welfare &amp; Attendance district counselors focused on:</p>	<p>\$2,220,000 Title I 3010 \$2,260,000</p> <p>4000-5999: Books, Supplies, Services and Other Operating Expenditures - \$1,400,000 Learning Communities for School Success 7085 \$1,400,000</p>	<p>Operating Expenditures - \$1,274,996 Title I 3010 \$1,687,543</p> <p>1000-3999: - \$TBD 4000-5999: Books, Supplies, Services and Other Operating Expenditures - TBD Learning Communities for School Success 7085 \$724,141</p>
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- Foster Youth/Homeless Youth, and Social/Emotional Programs

(\$348,658)

\* Fund 1 CWA Director (\$106,535)

\* Continue to fund 7 existing attendance clerks at school sites (\$0 N/A) - This item was better aligned with and moved to Goal 3, Action 2.

\* Continue to fund stipends for PBIS/Restorative Justice Lead Teachers (\$62,596)

\* Continue to fund existing school nurses to reduce the nurse to student ratio (\$878,894)

\* Continue to fund 20 existing Health Services Technicians (\$1,661,636)

\* Continue to fund 13 existing bus monitors (\$827,841)

\* Continue to fund safety supervisors (\$931,825) - the job title for this position changed from playground supervisors

\* Continue to fund existing Campus Security Assistants (\$224,572)

- Foster Youth/Homeless Youth, and Social/Emotional Programs

(\$338,433)

\* Fund 1 CWA Director (\$106,535)

\* Continued to fund 7 existing attendance clerks at school sites (\$0 N/A) - This item was better aligned with and moved to Goal 3, Action 2.

\* Continued to fund stipends for PBIS/Restorative Justice Lead Teachers (\$62,596)

\* Continued to fund existing school nurses to reduce the nurse to student ratio (\$864,839)

\* Continued to fund 20 existing Health Services Technicians (\$1,386,561)

\* Continued to fund 13 existing bus monitors (\$827,841)

\* Continued to fund safety supervisors (\$931,825) - the job title for this position changed from playground supervisors

\* Continued to fund existing Campus Security Assistants (\$224,572)

<ul style="list-style-type: none"> <li>• -----</li> </ul>	<ul style="list-style-type: none"> <li>• -----</li> </ul>
Title I	Title I
* Social-Emotional Support Services at school sites <ul style="list-style-type: none"> <li>• Social-emotional counseling (\$1,470,000)</li> <li>• PBIS (\$250,000)</li> <li>• Restorative Justice (\$100,000)</li> <li>• Social-emotional mental health services (\$400,000)</li> </ul>	* Social-Emotional Support Services at school sites <ul style="list-style-type: none"> <li>• Social-emotional counseling (\$1,470,590)</li> <li>• PBIS (\$126,224)</li> <li>• Restorative Justice (\$45,220)</li> <li>• Social-emotional mental health services (\$0)</li> </ul>
* Support for Foster and Homeless (\$40,000) <ul style="list-style-type: none"> <li>• -----</li> </ul>	* Support for Foster and Homeless (\$45,509) <ul style="list-style-type: none"> <li>• -----</li> </ul>
Learning Communities for School Success (\$1,400,000)	Learning Communities for School Success (\$724,141)

## Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

<p>Action 1</p> <p>Survey Collection:</p> <p>The parent survey was refined for the year 2018-2019 to include two additional questions. A total number of 2,203 surveys were collected by our parent liaison staff.</p> <p>The survey data was analyzed at the site and district level.</p>
--

Seeking input from parents in decision making:

We provided 30 parent workshops/trainings throughout the district, on various topics related to parents supporting their child's academic success.

Parental Participation:

To date the Parent Engagement program has served approximately 1,500 parents as measured by sign in sheets. The goal was to have at least 3,000 parents attend parent workshops.

2018-2019 has been the first year the Parent Engagement program has been fully staffed and we had a Parent Liaison at all 21 school sites.

The Parent and Community Engagement Coordinator provided services to our parent engagement program. The coordinator provided staff development to Parent Liaisons on decision making committees such as ELAC, DELAC, and SSC. In addition, the Coordinator provided consistent meetings for PLATA parents. They collaborated with other departments such as Child Welfare and Attendance during the campaign to increase attendance and the Special Education parenting Classes.

The Parent Liaison Supervisor provided support and guidance for monthly parent liaison staff meetings. Parent workshops were well attended, with each site averaging 2 workshops per month. Parent learning remains a priority for the Parent Engagement Program. We believe the content of our workshops continues to educate parents in how to better support their children.

Action 2

CVUSD created an Attendance Information Pamphlet to explain attendance guidelines to parents/community.

District and school site chronic absenteeism rate data was collected and presented on a monthly basis to District and School site leadership, including attendance clerks. Data included the current chronic absenteeism rate, and the number of students the rate was based on, for each school site and as a District.

24 Attendance Clerks to improve attendance

Attendance Clerks were trained to promote the message to families, that as a district we want to provide support in overcoming the obstacles that are preventing our students from making it to school on a daily basis. Attendance Clerks also account for and verified absences on an ongoing basis.

The Attendance Coordinator worked with families directly, regarding various needs that affected attendance, identifying barriers, obstacles, and making home visits. The Attendance Coordinator reached out to families in an effort to collaborate on helping them overcome the barriers or obstacles that the student or family may be facing. This was done at School Attendance Review Board (SARB), parent meetings in the home or office, and at community events.

Interventions provided included:

\* RCLC- Continued to work with providing students with mental health services at individual sites

- \* PBIS - School Trainings Provided to all elementary and middle schools
- \* 2018-2019 PBIS Trainings
- \* Xinachtli & Joven Noble
- \* Riverside County Peer Mediators - Elementary and Middle School students participate in 2 day trainings.
- \* Friday Night Live
  - School Leads at 14 Schools
  - Focus on Drug Free awareness, bullying prevention and attendance
- \* Riverside University Health Systems
  - Support Suicide Prevention Leads at middle and high schools
  - Support with training and awareness
- \* Betty Ford Center Children's Program
  - Trained staff during 4-day session
  - Education materials for students and Staff
- \* Child help - Speak Up Be Safe
- \* Childhelp provides physical, emotional and spiritual support for abused, neglected and at risk children.
- \* Focus on advocacy, prevention, treatment and community outreach that will support academic achievement.
- \* Sprigeo
  - Online support
  - Best practices for using Sprigeo
  - Sample Parent Letter
  - Sample PowerPoint for staff
- \* Riverside Superintendent of Schools (Barry Knight)
  - Reduce Chronic Absenteeism
  - Track and measure attendance for all involved
  - Deliver coaching sessions
  - Support at least 100 students at CVHS
  - Collect and organize sign-in sheets and data to track, improve, and report results and substantiate evidence based practices
- \* Operation Safe House

#### Support for Foster/McKinney Vento Youth (Homeless)

- Child Welfare and Attendance (CWA) collaborated with CALPADS and social services to improve how we identify our foster students.
- CWA also collaborated with technology to improve how we identify our McKinney Vento students.
- CWA met with and trained our intake personnel and counselors on McKinney Vento laws and an identification procedure, as well as how reward McKinney Vento students for any partial credits accrued.
- McKinney Vento students were supplied with material resources such as P.E. uniforms and graduation gowns and fees.
- The counselor identified Homeless youth to ensure seamless transitions between homes/schools and monitored that there is no interruption to student services.

#### CWA Counselor:

- \* Continued to meet and provide alternative settings for our students.
- \* Continued to provide resources and support or our students.

#### Action 3

#### CREATE A POSITIVE SCHOOL CLIMATE

##### PBIS

- Schools trained by San Bernardino County Superintendent of Schools
- Leads at 21 sites
- Short Term Long Term Goals defined and started
- Monthly meetings
- SWIS Accountability Training
- Staff Development
- Staff Development Dates: 11/6/18, 11/27/18, 1/15/19, 2/28/19, 3/20/19, 4/3/19

##### Implementation of Restorative Justice

- Schools trained by CCEJ
- Schools Began implementing Restorative Circles
- Staff Development Dates: 8/23/18, 9/19-20/18, 12/6/2018, 4/9-11/19

Supported the implementation of the California Learning Communities for School Success Program Grant and the implementation of Restorative Practices to increase attendance, decrease pupil suspension rate, decrease pupil expulsion rate, improve school climate, and provide student assistance to address social-emotional needs.

- Schools Trained by The National Compadres Network
- Provided District Wide Professional Development on 2 non-school days
- Xinachtli and Joven Noble Curriculum Implementation

- Staff Development: 8/3/18, 10/4-5/18, 10/8/18, 10/24-26/18, 11/1/18, 3/7-8/19, 3/18/19, 4/5/19

#### Nurses over the 1 required

- Conducted vision and hearing screenings for the district.
- Monitored/ administered medication re: diabetics
- Monitored unusual incident reports re: health
- CPR Trainings
- Health Related Changes

#### Bus Monitors

Bus monitors supported the most significantly impaired population; i.e., county class routes & moderate severe routes with significant concern for CVUSD students.

Provided support & supervision.

#### 2 CWA Counselors

Focused on student attendance, Foster/Homeless youth, and Social-Emotional programs. Also focused on the implementation of PBIS and RJ.

#### Safety Supervisors

Oversaw and directed student behaviors on the playground/campus of each of our schools.

#### Social Emotional Counseling-Latino Commission Counseling MOU

- Individual therapy, group therapy, family therapy, classroom-based counseling services
- Classroom observation
- Licensed therapist available for crisis support\*
- Additional support provided, as needed, with school staff (SSTs, 504s, IEPs, SART, SARB)\*
- Clinical collateral services (teacher, school administration and/or parent contact, County Social Workers, Psychiatrists)\*
- Parent workshops\*
- Maintained client records (progress notes, track services provided, referrals, CPS reports, police reports, etc.)\*

#### Social Emotional Mental Health Services (Change Center)

- Individual therapy, group therapy, family therapy, classroom-based counseling services
- Classroom observation
- Licensed therapist available for crisis support\*
- Additional support provided, as needed, with school staff (SSTs, 504s, IEPs, SART, SARB) \*
- Clinical collateral services (teacher, school administration and/or parent contact, County Social Workers, Psychiatrists) \*
- Parent workshops\*

- Maintained client records (progress notes, track services provided, referrals, CPS reports, police reports, etc.)\*

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

#### Action 1

Seeking input from parents in decision making:

We provided 30 presentations to parents throughout the district, on decision making committees. The goal was to provide presentations to 200 parents.

#### Parent Survey

The number of responses was lower during the 2018-19 school year. While the number of parents who participated in the survey was higher (2,203 in 2018-19) compared to 1,812 in 2017-18, the response rate was lower. See data below:

Based on a local district parent survey (2,203 parent responses)

Elementary School - 1,774 responses

Middle School - 297 responses

High School - 162 responses

The following was noted:

63.1 % (1,390 out of 2,203) of parents feel welcome by their child's school office personnel.

59.1% (1,302 out of 2,203) of parents feel that they are able to communicate with their child's Principal.

62.2% (1,370 out of 2,203) of parents feel they are able to communicate with their child's teacher.

60.3% (1,328 out of 2,203) of parents feel well informed by the school and/ or teacher about their child's progress.

Data from the 2017-18 School Year:

Based on a local district parent survey (1,812 parent responses), the following was noted: 93.5%

(1,695 out of 1,812) of parents feel welcome by their child's school office personnel.

86.6% (1,570 out of 1,812) of parents feel that they are able to communicate with their child's

Principal.

92.1% (1,670 out of 1,812) of parents feel they are able to communicate with their child's teacher.

90.6% (1,641 out of 1,812) of parents feel well informed by the school and/ or teacher child's progress.

Barrier:

Parent Liaison at each school site:

\* As a program, we had a high turnover rate and we believe this stems from the fact the positions are 3.5 hours per day non-benefited positions, with the majority of our staff moving within the district to different positions. As of February 13, 2 new parent liaisons were hired and we expected to hire 5 additional parent liaisons due to staff that had moved on to higher positions within our district.

Parent Centers:

Barriers:

\* Parent centers had supplies throughout the year, however there were restrictions with funding that did not allow for the purchase of banners and signage.

\* There was a challenge to allocate funds for food during the Parent Fair, due to budget constraints.

2 Translators:

Barriers:

\* Meetings that place outside of the translators' work hours require overtime pay. The budgeted amount was exceeded by \$3,148 due to overtime pay.

4 Bilingual Psychologist technicians (BPTs):

Barriers:

\* Started 2018-19 school year with 4 BPTs, which was a decrease from 8 BPTs in 2017-18.

\* The staff reduction caused an increase in the number of late evaluations that need to be translated.

\* 1 additional BPT was added during the 2018-19 school year, which increased the budget by 25%.



## Action 2

The chronic absenteeism rate decreased from 15.80% (2016-17) to 15.50% (2017-18).

Sites that are being proactive in tending to attendance concerns by making Attendance the focus of their day have shown a decrease in chronic absenteeism and/or maintained at a lower rate of absences.

### Attendance Barriers:

\* A barrier is that we do not have an additional person to team with the Attendance Coordinator on home visits. Office staff joins the Coordinator, when they are available.

\* There is a need to restructure the Attendance Clerk job description to allow for a full time focus on attendance.

## Drop Out Rate

The one-year annual Adjusted Grade 9-12 Dropout Rate increased from 0.9% (2015-16) to 1.3% (2016-17).

The Four-Year Adjusted Cohort Graduation Rate decreased from 82.9% (2016-17) to 81.1% (2017-18)

Counselors met with each grade level to review graduation status, credit recovery options if needed, a-g course completion and educational options.

## Action 3

### CREATE A POSITIVE SCHOOL CLIMATE

- Suspension Rate decreased from 5.5% (2016-17) to 5.2% (2017-18)
- Expulsion Rate decreased from 0.08% (2016-17) to 0.06% (2017-18)
- Riverside County Latino Commission
- Transformational Learning- National Compadres Network
- Increase students access to mental health services

Barriers that need to be addressed; PBIS/RJ Lead teachers need further support with buy-in and structures from all staff and administration at their school sites. Our District K-12 Social Emotional Counselor will continue to support our PBIS/RJ Leads through guidance, trainings, and individualized support.

### Nurses over the 1 required:

Coachella Valley USD had a unique opportunity to have 6 registered nurses to assist with monitoring, administering medication, and assisting with all health requirements. Due to the geographical nature of our district the additional nurses assist in ensuring student medical needs are met.

Bus monitors have continued to provide our special education students with assistance during extensive routes to and from school. They assisted moderate/severe and emotional disturbed students.

The Change Center has continued to provide Educationally Related Mental Health Services (ERMHs) to our Special Education students throughout the district. Parenting classes, and counseling are provided, in addition to the support provider throughout the district.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.



## Coachella Valley Unified School District LCAP 2018-2019 Budget - Material Differences

Goal 3 Action 1					
Description	Budget	LCAP Allocation	Total Estimated Actual Expenditures	Balance	Notes
2 Translator Salaries (100%)	LCFF S/C	\$ 199,352	\$ 202,500	\$ (3,148)	Change in fixed costs/benefits.
4 Bilingual Psychologist Technicians salaries (100%)	LCFF S/C	\$ 339,966	\$ 339,966	\$ -	
1 Parent/Community Engagement Coordinator (100%)	Title I	\$ 172,970	\$ 165,664	\$ 7,306	Position was vacant part of the year.
1 Parent Liaison Supervisor (100%)	Title I	\$ 114,940	\$ 116,063	\$ (1,123)	Change in fixed costs/benefits.
1 Parent Engagement/Migrant Administrative Specialist (50%)	Title I	\$ 48,336	\$ 48,039	\$ 297	Change in fixed costs/benefits.
20 Parent Center Liaisons & Extra Services	Title I	\$ 315,000	\$ 315,000	\$ -	
Parent Engagement Activities	Title I	\$ 150,000	\$ 150,000	\$ -	

Goal 3 Action 2					
Description	Budget	LCAP Allocation	Total Estimated Actual Expenditures	Balance	Notes
# Counselor Salaries (100%)	LCFF S/C	\$ 2,793,004	\$ 2,793,004	\$ -	
1 Attendance Coordinator salary (100%)	LCFF S/C	\$ 171,185	\$ 164,088	\$ 7,097	Change in fixed costs/benefits.
7 Elementary Attendance Clerks salaries (100%)	LCFF S/C	\$ 516,154	\$ 516,154	\$ -	
Site Athletic Program, Budget, Coaching Stipends	LCFF S/C	\$ 1,984,214	\$ 1,984,214	\$ -	
1 ASES Coordinator salary (50%)	LCFF S/C	\$ 76,024	\$ 76,024	\$ -	
ASES (incl prog, supplemental, etc)	ASES	\$ 2,871,411	\$ 2,984,981	\$ (113,570)	The district allocation was increased after the LCAP was approved.
3 Director of Activities salaries (50%)	LCFF S/C	\$ 221,787	\$ 221,787	\$ -	
3 Director of Athletics salaries (50%)	LCFF S/C	\$ 219,909	\$ 219,909	\$ -	

Goal 3 Action 3					
Description	Budget	LCAP Allocation	Total Estimated Actual Expenditures	Balance	Notes
2 CWA Counselor salaries (100%): Foster/Homeless & Social-Emot	LCFF S/C	\$ 348,658	\$ 338,441	\$ 10,217	Change in fixed costs/benefits.
1 CWA Director salary (50%)	LCFF S/C	\$ 106,535	\$ 106,535	\$ -	
21 PBIS/Restorative Justice Lead Stipends (\$2,500)	LCFF S/C	\$ 62,596	\$ 62,596	\$ -	
5 Nurses salaries (100%)	LCFF S/C	\$ 878,894	\$ 878,894	\$ -	

Goal 3 Action 1					
Description	Budget	LCAP Allocation	Total Estimated Actual Expenditures	Balance	Notes
2 Translator Salaries (100%)	LCFF S/C	\$ 199,352	\$ 202,500	\$ (3,148)	Change in fixed costs/benefits.
4 Bilingual Psychologist Technicians salaries (100%)	LCFF S/C	\$ 339,966	\$ 339,966	\$ -	
1 Parent/Community Engagement Coordinator (100%)	Title I	\$ 172,970	\$ 165,664	\$ 7,306	Position was vacant part of the year.
1 Parent Liaison Supervisor (100%)	Title I	\$ 114,940	\$ 116,063	\$ (1,123)	Change in fixed costs/benefits.
1 Parent Engagement/Migrant Administrative Specialist (50%)	Title I	\$ 48,336	\$ 48,039	\$ 297	Change in fixed costs/benefits.
20 Parent Center Liaisons & Extra Services	Title I	\$ 315,000	\$ 315,000	\$ -	
Parent Engagement Activities	Title I	\$ 150,000	\$ 150,000	\$ -	
Goal 3 Action 2					
Description	Budget	LCAP Allocation	Total Estimated Actual Expenditures	Balance	Notes
# Counselor Salaries (100%)	LCFF S/C	\$ 2,793,004	\$ 2,793,004	\$ -	
1 Attendance Coordinator salary (100%)	LCFF S/C	\$ 171,185	\$ 164,088	\$ 7,097	
7 Elementary Attendance Clerks salaries (100%)	LCFF S/C	\$ 516,154	\$ 516,154	\$ -	
Site Athletic Program, Budget, Coaching Stipends	LCFF S/C	\$ 1,984,214	\$ 1,984,214	\$ -	
1 ASES Coordinator salary (50%)	LCFF S/C	\$ 76,024	\$ 76,024	\$ -	
ASES (incl prog, supplemental, etc)	ASES	\$ 2,871,411	\$ 2,984,981	\$ (113,570)	
3 Director of Activities salaries (50%)	LCFF S/C	\$ 221,787	\$ 221,787	\$ -	
3 Director of Athletics salaries (50%)	LCFF S/C	\$ 219,909	\$ 219,909	\$ -	
Goal 3 Action 3					
Description	Budget	LCAP Allocation	Total Estimated Actual Expenditures	Balance	Notes
2 CWA Counselor salaries (100%): Foster/Homeless & Social-Emot	LCFF S/C	\$ 348,658	\$ 338,441	\$ 10,217	
1 CWA Director salary (50%)	LCFF S/C	\$ 106,535	\$ 106,535	\$ -	
21 PBIS/Restorative Justice Lead Stipends (\$2,500)	LCFF S/C	\$ 62,596	\$ 62,596	\$ -	
5 Nurses salaries (100%)	LCFF S/C	\$ 878,894	\$ 878,894	\$ -	
20 Health Services Assistant salaries (100%)	LCFF S/C	\$ 1,661,636	\$ 1,661,636	\$ -	
13 Bus Monitor salaries (100%)	LCFF S/C	\$ 827,841	\$ 827,841	\$ -	
Safety Supervisor salaries	LCFF S/C	\$ 931,825	\$ 931,825	\$ -	
21 Campus Security Assistant salaries (100%)	LCFF S/C	\$ 224,572	\$ 224,572	\$ -	
Social Emotional Counseling-Latino Commission MOU	Title I	\$ 1,470,000	\$ 1,470,590	\$ (590)	
PBIS (subs, materials, contracts, PD)	Title I	\$ 250,000	\$ 126,224	\$ 123,776	
Restorative Justice	Title I	\$ 100,000	\$ 45,220	\$ 54,780	
Social Emotional Mental Health Services	Title I	\$ 400,000	\$ -	\$ 400,000	
Support for Homeless Youth & Foster Youth	Title I	\$ 40,000	\$ 45,509	\$ (5,509)	
Learning Communities for School Success (\$500,000/year for 3 yrs)	LCSSG	\$ 1,400,000	\$ 724,141	\$ 675,859	

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

### Goal 3 Action 1

- Family Involvement Action Teams (FIATs) were not continued. Parent Leaders Always Taking Action (PLATA) will take the lead with all parent related activities at the sites.
- Creation of of a parent support group for foster parents to support a partnership-focused role with schools in addressing the educational needs of children in foster care.
- The Parent Liaison Supervisor position was eliminated.
- The amount allocated for parent engagement activities decreased. A portion of any carryover funds may be used to support these activities as needed.

### Goal 3 Action 2

- CWA will provide school faculty and staff with professional development designed to raise awareness of support required for our foster and homeless youth to graduate on time with the skills, experiences and credentials required to be successful in college or a career in the global 21st century labor market

### Goal 3 Action 3

- 7 Attendance Clerk positions were eliminated.
- Additional funding for after school programs was added to the LCAP: ASES Frontier, 21<sup>st</sup> Century Elementary/Middle School, 21<sup>st</sup> Century Equitable, ASSETS High School, and ASSETS Equitable High School.

# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

We have aligned our Local Control and Accountability Plan (LCAP) with our Single Plans for Student Achievement (SPSAs) and engaged in a collaborative approach to share progress, seek input, monitor, evaluate, and update plans simultaneously with stakeholders as we implement both the LCAP and SPSAs.

The following committees and stakeholders were informed and consulted throughout the year on district programs and services.

- \* District English Learner Advisory Committee (DELAC) - 7 meetings
- \* English Learner Advisory Committees (ELAC) - Ongoing meetings were held throughout the year at all 21 school sites.
- \* Superintendent District Parent Advisory Cabinet (District Parent Advisory Committee - PAC) - # meetings
- \* School Site Councils (SSC) - Ongoing meetings were held throughout the year at all 21 school sites.
- \* Site and Department Leadership Teams - Ongoing meetings were held throughout the year at all 21 school sites.
- \* District Migrant Parent Advisory Committee (Migrant PAC) - 6 meetings
- \* Foster Students and Parents - Individual meetings were held with students and families throughout the year.
- \* Children and Family Services Head Start Parent Committee - 9 districtwide meetings were held at each site and 9 meetings were held at every early childhood
- \* Parents Leaders Always Taking Action (PLATA) - # meetings
- \* Parent Center Liaisons - Monthly meetings were held at the district office with all site liaisons.
- \* Coachella Valley Teacher's Association (CVTA) - Representatives were members of our District LCAP Leadership Team meeting
- \* California School Employees Association (CSEA) - Representatives were members of our District LCAP Leadership Team meeting
- \* Elementary and Secondary Assistant Principals - In addition to monthly meetings, additional meetings were called on special topics throughout the year.
- \* Elementary and Secondary Principals - In addition to monthly meetings, additional meetings were called on special topics throughout the year.
- \* Gifted and Talented Education (GATE) Liaisons - One district meeting was held with individual follow-up.
- \* Advancement Via Individual Determination (AVID) - 4 Coordinator meetings were held through the year.
- \* Career Technical Education (CTE) Pathway and Academy Teachers - 4 districtwide meetings were held and an average of 36 meetings at each site were held.
- \* CTE Industry Council Meetings - 2 all industry council meetings were held with 12 individual industry breakouts at each.
- \* Counselors - Monthly meetings were held throughout the year.
- \* English Learner Support Assistants (ELSAs) - 8 meetings
- \* Dual Language Teachers - 11 meetings
- \* English Learners Mentors - 5 meetings

- \* Technology Site Lead Teachers - 9 meetings
  - \* Pupils - # meetings
  - \* Transformational Justice Taskforce - 11 meetings
  - \* District Safety Committee - 9 meetings
  - \* Community organizations including One Future Coachella Valley, United Way, Ophelia Project, Assistance League of Palm Springs - ongoing meetings throughout the year with the district and school sites
- \* District Advisory Committee (DAC): Each school site selected a representative to serve on the District Parent Advisory Committee. The members of the committee met several times throughout the school year, to provide input on the needs on their school sites and the district as a whole.
- \* The District English Learner Advisory Committee (DELAC) met monthly throughout the year during which they discussed district programs and services.

A LCAP Core Team with representatives from Educational Services and Business Services was responsible for the overall coordination of the LCAP planning, implementation, monitoring, and reporting. This team also attended the support workshops hosted by Riverside County Office of Education. This Core Team held multiple districtwide LCAP Support Team Meetings to involve representatives from stakeholder groups across the district and community to solicit input and feedback. The LCAP Support Team includes representatives from the following stakeholder groups:

- \* Parents
- \* High School Students
- \* Classroom Teachers as Certificated Bargaining Unit Representatives - Coachella Valley Teachers Association (CVTA)
- \* Classified Bargaining Unit Representatives - California School Employees Association (CSEA)
- \* District Classified Staff
- \* School Principals
- \* District Certificated Administrators
- \* District Classified Administrators
- \* Board Members
- \* Community Members
- \* Local Advocacy Group representatives

This LCAP Stakeholder Support Team meeting dates and topics were as follows:

- \* 10/16/19: Discussed RCOE LCAP approval letter, timeline, planned professional development, planned assessments, and planned monitoring
- \* 12/4/18: Discussed local accountability indicator dashboard data and local assessment
- \* 1/29/19: Discussed California Dashboard data and summary narratives for Greatest Progress, Greatest Needs, and Performance Gaps
- \* 2/19/19: Discussed Progress monitoring of actions/services and budget
- \* 3/12/19: Discussed Multi-Tiered System of Support (MTSS) and alignment with CVUSD Pillars of Success
- \* 5/21/19: Discussed 2019-2020 preliminary actions, services, and expenditures
- \* 5/28/19: Drop in LCAP Study Session to review and provide feedback on the entire draft LCAP

The school board was provided with information at meetings throughout the year on different actions, services, and metrics supported in the LCAP. Formal presentations were given on 12/8/19, 12/11/19, 12/20/19, and 3/21/19. Board members also participated in the LCAP Support Team, attended site LCAP presentations and attended the Stakeholder Public Forums.

In speaking with stakeholders, it was evident that our many efforts in informing and engaging stakeholders were successful. Stakeholders were more aware of LCFF and the LCAP than in prior years. The district focused on engaging stakeholders through integration of information with school site efforts/activities and district committees/activities. We began with training classified and certificated leadership. As result, site and department administrators presented LCAP information to their stakeholders, which helped stakeholders make connections between district and site efforts to increase student achievement and provide specific site/department, as well as district, feedback. The presentation included the following information: LCFF/LCAP basic information, district demographic information, accountability data, district budgets, and an opportunity for reflection and feedback. It was also customized for each school site and included data, goals, actions/services, and expenditures from their Single Plan for Student Achievement (SPSA). Feedback was provided during these meetings and submitted to the district to inform our LCAP process.

In addition to meeting with these specific stakeholder groups, two public forums (in English and Spanish) were held at three locations across the District: 4/15/19 at West Shores High School, 4/16/19 at Coachella Valley High School, and 4/17/19 at Desert Mirage High School. Stakeholders were able to attend from 3:00-5:00pm or 5:00-7:00pm each day. During each forum, attendees attend 3 sessions: LCAP Overview, Student Engagement & School Climate, and College & Career Readiness. Over seventy-five stakeholders attended the forums representing students, parents, teachers, classified staff, board members, community members, and administrators.

In addition, after LCAP parent committee presentations, district department presentations, site administration presentations to stakeholders, and the public forums, over 300 comments have been received through our online LCAP feedback survey and over 75 comments through written feedback forms from the forums. The responses were combined and shared with district leaders and stakeholders for review.

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The LCAP Stakeholder Support Group provided feedback at every meeting. Common themes that continue from the prior year include accountability, measuring effectiveness, following through with the plan, transparency, and maintaining our focus on students.

Feedback received from written and online surveys focused on many different areas as summarized below.

### Professional Development

- \* promote a growth mindset
- \* focus on technology integration
- \* focus on district assessments
- \* focus on backwards-mapping
- \* focus on Individualized Education Plans (IEPs) and Student Study Teams (SSTs)



### Positive Behavior Interventions and Supports (PBIS)

- \* need to involve all teachers
- \* needed at all schools
- \* feel it's a great program
- \* it needs to be monitored and supported for real change to happen

### Intervention

- \* needed at all grade levels, especially elementary
- \* What interventions are there for absences and tardies?

### Multi-Tier System of Support

- \* staff needs training and implementation support
- \* How are we addressing social-emotional needs?
- \* How are we addressing attendance concerns?

### Parent Engagement

- \* integrate with other events and resources, such as FIND Food Bank distribution
- \* share the importance of attendance
- \* provide language support
- \* target parents whose students are underperforming
- \* provide childcare
- \* inform parents what students are doing at school

### Graduation and a-g

- \* share what the requirements are
- \* share the cost of the online credit recovery programs

### Technology

- \* provide differentiated professional development
- \* provide a one-stop shop for data
- \* concern that not all teachers are using iPads with students in the classroom
- \* repair broken iPads
- \* Internet access is inconsistent
- \* technology maintenance should be planned for

### Bullying

- \* explain what bullying is
- \* What is the district doing about bullying?

### Migrant

- \* program helps students

- \* not all students are served

#### After School programs

- \* would like to see tutoring
- \* would like more programs besides ASES
- \* include science
- \* include performing arts

#### Career Technical Education (CTE)

- \* these programs are good for students

#### Units of Study

- \* more science is needed at all grade levels

#### Early Childhood

- \* would like to see more classes

#### English Learners

- \* Dual language site PLCs are effective
- \* provide support for low math scores
- \* How are school serving English learners?

#### Facilities

- \* concerns with condition of classrooms, including portables
- \* suggestion to have hand sanitizer and running water in all classrooms
- \* concern that some sites have limited restrooms available

#### Food Services

- \* concerns with quality and food options
- \* need for cafeteria procedures and monitoring
- \* Why can only cafeterias serve food?

#### Special Education

- \* more resources needed
- \* fewer students skew statistics

#### Other topics

- \* How much does the district have in reserves?
- \* reduce printing costs
- \* concern regarding allocation amounts to sites
- \* communication with stakeholders regarding LCAP changes

- \* need for facilities repairs and modifications at some schools

District personnel considered all stakeholder feedback as the LCAP was updated for 2019-2020 and in planning for LCAP implementation, monitoring, evaluation, reporting, and stakeholder engagement for next year. Internal processes are being refined/developed through a more collaborative process which is resulting in more effective communication, improved policies & procedures, comprehensive evaluation, and accountability. To address requests for budget updates, the district improved processes for monitoring which allowed for more frequent reporting to stakeholders. Based on stakeholder recommendations, LCAP budget updates will be aligned and submitted to the board (and stakeholders) with the 1st, 2nd, and 3rd Interim Financial Reports.

#### -----Overall Impact of Various Stakeholder Group Feedback-----

Critical to the update of the LCAP for 2019-2020 was the district's \$8 million dollar budget deficit. Based on the need to optimize costs, the fiscal department led stakeholder engagement meetings focused on gathering input on what actions and services were most needed to raise student achievement. Data was referenced to inform and guide the Governing Board. The district's budget deficit led to cuts in actions and services that led to a reduction in force. District office staffing and resources were reduced and/or eliminated. Deep cuts in the general fund expenditures were also made. Ultimately, student needs, the need for fiscal solvency, and the consideration of stakeholder feedback guided the recommendations and proposed LCAP to the Governing Board.

Stakeholder engagement produced a tremendous amount of input and feedback. Throughout the process, meetings were focused on statistical information revolving around our LCAP actions and services, state priorities, state indicators, CAASPP data, state dashboards, and our "status and change" five-by-five grids. Stakeholders were provided the opportunity to evaluate the district's performance indicators. Feedback from stakeholders raised important considerations and guided the direction of the LCAP in adding or expanding the following actions:

- \* Focus on providing multi-tiered systems of support (MTSS) to address the individual student academic, behavior, and social-emotional needs (Goal 1, Goal 2, and Goal 3)
- \* Focus on Socio-emotional Health, School Climate, and addressing the Whole Child with PBIS, Restorative Justice, and Counseling (Goal 3, Action 3 and Goal 1, Action 3)
- \* Professional Development for both classified and certificated staff (Goal 1, Action 1 & 2 and Goal 2, Action 1)
- \* Continued Parent Engagement Activities (Goal 1, Action 3 and Goal 3, Action 1)
- \* Refining Programs (Goal 1, Action 1 & 2)
- \* Visual and Performing Arts (VAPA) (Goal 1, Action 1)
- \* Dual Language (Goal 1, Action 2)
- \* Focused counseling services (Goal 3, Action 2)
- \* Focused academic interventions and supports for students (Goal 1, Actions 1 & 3)
- \* Refining monitoring and evaluation including redefining the duties of the elementary assistant principals to become an Assistant Administrator of Instructional Improvement, where eighty percent of their time is focused on supporting, monitoring, and evaluating programs focused on meeting the needs of our unduplicated pupils. (Goal 1, Action 1)

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

## Goal 1

Increase pupil achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st Century.

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 7: Course Access (Conditions of Learning)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

Priority 4: Pupil Achievement

A review of the CA School Dashboard indicates that CVUSD has the following areas of need: English Language Arts (ELA), Math, and College Readiness.

English Language Arts

In Language Arts, CVUSD increased the number of students meeting or exceeding the standard by 1%, from 23.8% to 24.8% and is Very Low or Red as a district.

Mathematics

In Math, the percentage of students meeting or exceeding standard on the CAASPP exam increased 2.6%, from 14.1% to 16.7%, but is Low or Orange as a district. Eight out of twenty-one schools performed 1 level above the rest of the district. Students in grades 3-8 showed a very low performance in English Language Arts and a low performance in Math.

Priority 7: Access to a Broad Course of Study

## Priority 8: Outcomes in a Broad Course of Study

The College and Career Readiness Indicator is an area of need. Only 24.8% of our students (270 out of 1,090 students) represented in the graduating class of 2016 cohort qualified as “prepared.” 23% (243 out of 1,090 students) of the graduating class of 2016 were “approaching” prepared”, and 52.9% (577 out of 1,090 students) were “not prepared”.

There are four different measures (A-D), that a student can reach to meet the College and Career Readiness (prepared) status:

Measure A - CTE Pathway completion rate with a C- or better in the Capstone Course, plus one of the following:

- A level 3 (standard met) on the CAASPP in ELA or Math with at least a 2 in the other area
- One semester/two quarters of Dual Enrollment with a grade of C- or better

Student group performance in meeting Measure A (out of the 270 students who were prepared):

- 4.4% of ALL students
- 3.8% of Hispanic students
- 28.6% White students
- 2.9% English Learners
- 0.0% Students with Disabilities
- 8.7% Homeless students

Measure B - Scoring at least a 3 on both the ELA and Math SBAC assessments (out of the 270 students that were prepared):

- 31.5% of the “ALL” students met Measure B
- 11.8% of English Learners met Measure B
- 0.0% of Students with Disabilities met Measure B

Measure C - Completion of two semesters/three quarters of Dual Enrollment with a grade of C- or better

- No students met College/Career Readiness via Measure C

Measure D - A score of 3 on two Advanced Placement Exams or a score of 4 on two IB exams (out of the 270 students that were prepared):

- 20.0% of ALL students
- 20.4% of Hispanic students
- 14.2% of White students
- 11.8 % of English Learners
- 20.0 % of Socioeconomically Disadvantaged Students
- 0.0% Students with Disabilities
- 21.7% of Homeless students

Measure E - The 24.8% of students (270 out of 1,090 students) that are “Prepared” for College/Career Readiness are in large part meeting the target via Measure E, which is meeting the A-G requirements PLUS ONE other criteria listed below:

- Dual Enrollment for one semester
- Completion of a CTE Pathway
- Scoring a 2 on the ELA SBAC and a 3 on the Math SBAC
- Scoring a 3 on the ELA SBAC and a 2 on the Math SBAC
- Scoring a 3 or above on one AP exam

Student Group data on the 248 out of 270 students that are prepared for College/Career via meeting Measure E:

- All Students - 91.9%
- Hispanic Students - 92.7%
- White Students - 85.7%
- English Learner Students - 91.2%
- Socio-economically disadvantaged students - 91.8%
- Students with Disabilities - 100%
- Homeless Students - 95.7%

While the number of AP exams being taken is increasing, from 925 in 2013-14 to 1,087 in 2015-16, the passing rate has declined from 44.3% to 36.9% in the same time period.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Implementation of state standards: CVUSD will use the proposed Option 2: Reflection Tool from CA Dashboard.	CA Dashboard Reflection Tool rating scale:	CA Dashboard Reflection Tool rating scale:	CA Dashboard Reflection Tool rating scale:	CA Dashboard Reflection Tool rating scale:
	1-Exploration and Research Phase	1-Exploration and Research Phase	1-Exploration and Research Phase	1-Exploration and Research Phase
	2- Beginning Development	2- Beginning Development	2- Beginning Development	2- Beginning Development
	3- Initial Implementation	3- Initial Implementation	3- Initial Implementation	3- Initial Implementation
	4- Full Implementation	4- Full Implementation	4- Full Implementation	4- Full Implementation
	5- Full Implementation and Sustainability.	5- Full Implementation and Sustainability.	5- Full Implementation and Sustainability.	5- Full Implementation and Sustainability.
CA Dashboard Reflection Tool rating scale: 1-Exploration and Research Phase 2- Beginning Development 3- Initial Implementation 4- Full Implementation 5- Full Implementation and Sustainability.	Self reflection rating based on CA Dashboard Reflection Tool for:	The goal for 2017-18 based on the CA	The goal for 2018-19 based on the CA	Note: 2019-20 Goals have been adjusted due to based on

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
I) Professional Development: Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum framework.		Dashboard Reflection Tool is:	Dashboard Reflection Tool is:  Note:  2018-19 Goals have been adjusted due to the 2017-18 ratings being lower than expected. Implementing the new ELA/ELD curriculum and the need for refinement and monitoring in Math are factors resulting in lower ratings.	the 2018-19 reflection tool ratings.  Give that we will be adopting for Social Studies, we will be postponing adoption for Science NGSS to 2020-21 school year.  Due to the newly adopted World Languages state standards, we anticipate our rating for section IV) Progress Implementing other adopted academic standards to go down to 1-Exploration and Research Phase.  The goal for 2019-20 based on the CA Dashboard Reflection Tool is:
II. Instructional Materials: Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified in all classrooms where the subject is taught.	I) Professional Development:  Secondary:  ELA CCSS: 4  ELD (Aligned to ELA Standards): 3  Math CCSS: 4	I) Professional Development:  Secondary:  ELA CCSS: 5  ELD (Aligned to ELA Standards): 4  Math CCSS: 5	I) Professional Development:  Secondary:  ELA CCSS: 4  ELD (Aligned to ELA Standards): 3  Math CCSS: 2	I) Professional Development:  Secondary:  ELA CCSS: 5  ELD (Aligned to ELA Standards): 5  Math CCSS: 4
III. Progress Implementing Policies/Programs: Rate the LEA's progress in implementing policies or	Science NGSS:  History- Social Science: 1	Science NGSS: 4  History- Social Science: 2	Science NGSS: 3  History- Social Science: 2	Science NGSS: 2  History- Social Science: 2

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
programs to support staff in identifying adopted academic standards and/or curriculum frameworks (e.g. Collaboration, focused classroom walkthroughs, teacher pairing).	Elementary: ELA CCSS: 2 ELD (Aligned to ELA Standards): 2 Math CCSS: 3 Science NGSS: 1 History- Social Science: 1	Elementary: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 4 Science NGSS: 2 History- Social Science: 2	Elementary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 3 Math CCSS: 3 Science NGSS: 2 History- Social Science: 2	Elementary: ELA CCSS: 5 ELD (Aligned to ELA Standards): 5 Math CCSS: 4 Science NGSS: 2 History- Social Science: 2
IV. Rate the LEA's progress in Implementing standards for CTE/Health/PE/VAPA/World Language. For World Language - 7 of our 14 elementary schools offer dual language programs.	II. Instructional Materials: Secondary: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 4 Science NGSS: 2	II. Instructional Materials: Secondary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 5 Science NGSS: 3	II. Instructional Materials: Secondary: ELA CCSS: 4 ELD (Aligned to ELA Standards): 2 Math CCSS: 4 Science NGSS: 2	II. Instructional Materials: Secondary: ELA CCSS: 5 ELD (Aligned to ELA Standards): 5 Math CCSS: 5 Science NGSS: 2
V. Engaging with teachers and school administrators for the following activities:	History- Social Science: 1 Elementary: ELA CCSS: 2	History- Social Science: 2 Elementary: ELA CCSS: 3	History- Social Science: 2 Elementary: ELA CCSS: 4	History- Social Science: 2 Elementary: ELA CCSS: 5
A) Identifying professional learning needs for teachers and staff as a whole: PLC summer training for all certificated staff. Each site leadership team will participate in	ELD (Aligned to ELA Standards): 2 Math CCSS: 3 Science NGSS: 1	ELD (Aligned to ELA Standards): 3 Math CCSS: 4 Science NGSS: 2	ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 2	ELD (Aligned to ELA Standards): 5 Math CCSS: 5 Science NGSS: 2



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
depth training to develop protocols and expectations. District administration will conduct monthly walkthroughs after developing a strategic plan that includes appropriate tools for evaluation.	History- Social Science: 1 III. Progress Implementing Policies/Programs: Secondary: ELA CCSS: 3	History- Social Science: 2 III. Progress Implementing Policies/Programs: Secondary: ELA CCSS: 4	History- Social Science: 2 III. Progress Implementing Policies/Programs: Secondary: ELA CCSS: 2	History- Social Science: 2 III. Progress Implementing Policies/Programs: Secondary: ELA CCSS: 5
B) Identifying professional learning needs for individual teachers and staff: We will use data collected during district monthly walkthroughs to identify areas of need.	ELD (Aligned to ELA Standards): 3 Math CCSS: 3 Science NGSS: 2 History- Social Science: 1	ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 2	ELD (Aligned to ELA Standards): 2 Math CCSS: 3 Science NGSS: 3 History- Social Science: 2	ELD (Aligned to ELA Standards): 5 Math CCSS: 5 Science NGSS: 2 History- Social Science: 2
C) Providing support for teachers on standards they have not mastered: We will determine appropriate PD based on data collected from district monthly walkthroughs and initial incorporation of Early Intervention Teacher/Coach for all elementary schools.	Elementary: ELA CCSS: 2 ELD (Aligned to ELA Standards): 2 Math CCSS: 3 Science NGSS: 1 History- Social Science: 1	Elementary: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 4 Science NGSS: 2 History- Social Science: 2	Elementary: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 3 Science NGSS: 2 History- Social Science: 2	Elementary: ELA CCSS: 5 ELD (Aligned to ELA Standards):5 Math CCSS: 5 Science NGSS: 3 History- Social Science: 3
VI. EL access to Common Core and ELD Standards.	IV. Progress Implementing other adopted academic standards: CTE: 4 Health Education: 1 PE: 3	IV. Progress Implementing other adopted academic standards: CTE: 4 Health Education: 2 PE: 4	IV. Progress Implementing other adopted academic standards: CTE: 4 Health Education: 2 PE: 3	IV. Progress Implementing other adopted academic standards: CTE: 5 Health Education: 4 PE: 4

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	VAPA: 3	VAPA: 4	VAPA: 4	VAPA: 4
	World Language: 5	World Language: 5	World Language: 2	World Language:1
	V. Engaging with teachers and school administrators for the following activities:	V. Engaging with teachers and school administrators for the following activities:	V. Engaging with teachers and school administrators for the following activities:	V. Engaging with teachers and school administrators for the following activities:
	A) Identifying professional learning needs for teachers and staff: 5	A) Identifying professional learning needs for teachers and staff as a whole: 5	A) Identifying professional learning needs for teachers and staff as a whole: 3	A) Identifying professional learning needs for teachers and staff as a whole: 4
			Secondary: 2	Secondary: 4
			Elementary:2	Elementary:4
	B) Identifying professional learning needs for teachers and staff: 4	B) Identifying professional learning needs for individual teachers and staff: 5	B) Identifying professional learning needs for individual teachers and staff:	B) Identifying professional learning needs for individual teachers and staff:
			Secondary: 2	Secondary: 3
			Elementary: 2	Elementary: 3
	C) Providing support for teachers on standards they have not mastered: 3	C) Providing support for teachers on standards they have not mastered: 4	C) Providing support for teachers on standards they have not mastered:	C) Providing support for teachers on standards they have not mastered:
			Secondary: 2	Secondary: 4
			Elementary:2	Elementary:4
	VI. EL Access to Common Core and ELD standards: 2	VI. EL Access to Common Core and ELD standards: 3	VI. EL Access to Common Core and ELD standards: 4	VI. EL Access to Common Core and ELD standards: 5

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			Secondary: 3 Elementary: 4	Secondary: 5 Elementary: 5
<p>D. EL progress: 1) Annual CELDT test takers who increased at least 1 CELDT level 2) Annual CELDT test takers who maintained a score of 4 or 5</p> <hr/> <p>E. EL Reclassification Rate</p>	<p>D. EL progress: 1)The annual CELDT test takers who increased at least 1 CELDT level is 3,478/9,332 (37%) students improved by one proficiency level from 2015-16 to 2016-17 2)The annual CELDT test takers who maintained a score of 4 or 5 is 424/9,332 (5%); and 4/9,332 (0%) level 4 and 5 students maintained their level.</p> <hr/> <p>E. 2016-17 EL Reclassification Rate: 11.9 %</p>	<p>D. EL progress: 1&amp; 2) Given the transition from CELDT to ELPAC during the 2017-18 academic year, CVUSD's goal will be to establish a new baseline based on ELPAC.</p> <hr/> <p>E. 2016-17 EL Reclassification Rate goal is to increase 3%; 14.9%</p>	<p>D. EL progress: 1&amp;2) Given the transition from CELDT to ELPAC during the 2017-18 academic year this metric will be changed to emergent, bridging and expanding, CVUSD's goal is to have at least 10% of our EL population make progress based on the baseline of ELPAC from 2017-18.</p> <hr/> <p>E. 2016-17 EL Reclassification Rate goal is to increase 3%; 17.9%</p>	<p>*Note: Goals for 2019-20 might change once the 2018-19 outcome data is released.</p> <p>D. EL Progress: 1&amp;2) Given the transition from CELDT levels to ELPAC levels (emergent, bridging and expanding), CVUSD's goal is to have at least 15% of EL population make progress based on the baseline of ELPAC from 2018-19.</p> <hr/> <p>E. 2019-20 EL Reclassification Rate goal is to increase 3%; 20.9% total.</p>
<p>Academic indicator &amp; College/Career Indicator</p> <p>A. Statewide Assessments (Grades 3-8) B. 2015-16 A-G Completion C. 2015-16 Percentage of pupils who passed an AP Exam by earning a score of 3 or better.</p>	<p>A. Statewide Assessments (Grades 3-8) 23% of pupils met or exceeded ELA standards, and 14% of pupils met or exceeded Math standards in 2015-16. ELA 5 by 5 status: yellow-very low-Distance from 3 (standard met) is 71.9 &amp; change-increased +10 pts. Math:</p>	<p>A. 2017-18 3-8 grade ELA goal is to move to color yellow with an increase of a minimum of 7 points (-64.9 points from level 3, standard met). 2017-18 3-8 grade Math goal to increase a minimum of 5 points to remain yellow (-88.5 points distance from 3, standard met).</p>	<p>A. 2018-19 3-8 grade ELA goal is to move to color yellow with an increase of a minimum of 7 points (-57.9 points from level 3, standard met). 2017-18 3-8 grade Math goal to increase a minimum of 5 points to remain yellow (-83.5 points from level 3, standard met).</p>	<p>A. *Note: Goals for 2019-20 might change once the 2018-19 outcome data is released.</p> <p>2019-20 3-8 grade ELA goal is to move to color yellow with an increase of a minimum of 7 points (-50.9 points from level 3, standard met). 2017-18 3-</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>D. 2015-16 Percentage of Grade 11 pupils who participate and demonstrate college preparedness on SBAC by scoring Met (3) or Standard Exceeded (4).</p> <p>*Course Access *CTE Pathway Completion inclusive of unduplicated and exceptional needs students. *Dual Enrollment (Academic/CTE subjects) inclusive of unduplicated and exceptional needs students.</p> <p>*The following metrics have been added to measure other pupil outcomes: PSAT RAPID State Seal of Biliteracy</p>	<p>status: yellow-low- Distance from 3 is 93.5; change: yellow-increased +5.5</p>		<p>1) All Students: increase 2% in ELA and Math; ELA 27% &amp; Math 18% total 2) Students with disabilities: ELA 7% &amp; Math 7% total 3) Socio-economically Disadvantaged: ELA 25% &amp; Math 18% total 4) English Learners: ELA 10% &amp; Math 10% total 5) Migrant: ELA 19% &amp; Math 15%</p>	<p>8 grade Math goal to increase a minimum of 5 points to remain yellow (-78.5 points from level 3, standard met).</p> <p>1) All Students: increase 2% in ELA and Math; ELA 29% &amp; Math 20% total 2) Students with disabilities: ELA 9% &amp; Math 9% total 3) Socio-economically Disadvantaged: ELA 27% &amp; Math 20% total 4) English Learners: ELA 12% &amp; Math 12% total 5) Migrant: ELA 21% &amp; Math 17%</p>
	<p>B. 2015-16 A-G Completion: 36.1%</p>	<p>B. 2017-18 A-G Completion goal is to increase 4%; 40.1% total</p>	<p>B. 2018-19 A-G Completion goal is to increase 5%; 45.1% total</p>	<p>B. *Note: Goals for 2019-20 might change once the 2018-19 outcome data is released. 2019-20 A-G Completion goal is to increase 4.9%; 50% total</p>
	<p>C. 2015-16 Percentage of pupils who passed an AP Exam: 38.3%</p>	<p>C. 2017-18 Percentage of pupils who passed an AP Exam by earning a score of 3 or better goal is to increase 1.7%; 40%</p>	<p>C. 2018-19 Percentage of pupils who passed an AP Exam by earning a score of 3 or better goal is to increase 2%; 42% total.</p>	<p>C. *Note: Goals for 2019-20 might change once the 2018-19 outcome data is released. 2019-20 Percentage of pupils who passed an AP Exam by earning a score of 3 or better goal is to increase 2%; 44% total.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>D. 2015-16 Percentage of Grade 11 pupils who participate and demonstrate college preparedness on SBAC by scoring Met (3) or Standard Exceeded (4) for the following student groups:</p> <p>1)All students: ELA 23%, Math 14%;</p> <p>2)Students with disabilities: ELA 3%, Math 3%</p> <p>3) Socio-economically Disadvantaged Students: ELA 21%, Math 14%</p> <p>4) English Learners: ELA 6%, Math 6%</p> <p>5) Migrant: ELA 15%, Math 11%.</p> <p>*Course Access</p> <p>*2015-16 CTE Pathway Completion; 23% of all seniors in the district.</p>	<p>D. The 2017-18 Goal of Percentage of pupils who participate and demonstrate college preparedness on SBAC by scoring Met (3) or Standard Exceeded (4) for the following student groups is:</p> <p>1)All Students: increase 2 % in ELA and Math; ELA 25% &amp; Math 16% total</p> <p>2) Students with Disabilities: ELA 5% &amp; Math 5% total</p> <p>3) Socio-economically Disadvantaged Students: ELA 23% &amp; Math 16% total</p> <p>4) English Learners: ELA 8% &amp; Math 8% total</p> <p>5) Migrant: ELA 17% &amp; Math 13%</p> <p>*Course Access</p> <p>* The 2017-18 CTE Pathway Completion goal is to increase 10% of all seniors in the district for a total of 33%.</p>	<p>D. The 2018-19 Goal of Percentage of pupils who participate and demonstrate college preparedness on SBAC by scoring Met (3) or Standard Exceeded (4) for the following student groups is:</p> <p>1) All Students: increase 2 % in ELA and Math; ELA 44.52% &amp; Math 16.93% total</p> <p>2) Students with disabilities: ELA 9.31% &amp; Math 4% total</p> <p>3) Socio-economically Disadvantaged: ELA 43.37% &amp; Math 16.22% total</p> <p>4) English Learners: ELA 6.3% &amp; Math 4.92% total</p> <p>5) Migrant: ELA 43.23% &amp; Math 17.95%</p> <p>* Course Access</p> <p>* The 2018-19 CTE Pathway Completion goal is to increase 7% of all seniors in the district for a total of 37%.</p>	<p>D. *Note: Goals for 2019-20 might change once the 2018-19 outcome data is released.</p> <p>The 2019-20 Goal of Percentage of pupils who participate and demonstrate college preparedness on SBAC by scoring Met (3) or Standard Exceeded (4) for the following student groups is:</p> <p>1) All Students: increase 2 % in ELA and Math; ELA 46.52% &amp; Math 18.93% total</p> <p>2) Students with disabilities: ELA 11.31% &amp; Math 6% total</p> <p>3) Socio-economically Disadvantaged: ELA 45.37% &amp; Math 18.22% total</p> <p>4) English Learners: ELA 8.3% &amp; Math 6.92% total</p> <p>5) Migrant: ELA 45.23% &amp; Math 19.95%</p> <p>*Course Access: *Note: Goals for 2019-20 might change once the 2018-19 outcome data is released.</p> <p>* The 2019-20 CTE Pathway Completion goal is to increase 3% of all</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>*Dual Enrollment (Academic/CTE subjects): 1 Course (24 students), 18/24 (75%) students received 3 college credits.</p> <p>ELA Status: Distance from 3 is 30 points: positive change +28.4. Math Status: Distance from 3 is 118 points; positive change: +4.4 points</p> <p>*Other pupil outcomes: The following baselines have been added to measure other pupil outcomes: PSAT RAPID IAB's State Seal of Biliteracy</p> <p>PSAT: PSAT 8/9 Mean Score Range: 120-720 PSAT/NMSQT (10/11) Mean Score Range: 160-760</p> <p>8th Grade Spring (CDA):35% Met ERW, Mean Score: 368</p>	<p>*The Dual Enrollment (Academic/CTE subjects) Goal for 2017-18 is to increase access of articulation and dual enrollment courses from 1 to 4 courses.</p> <p>ELA Status: 23 points below level 3, Change: +7 Math Status: 114 points below level 3; change: 4 points</p>	<p>*The Dual Enrollment (Academic/CTE subjects) Goal for 2018-19 is to increase access of articulation and dual enrollment courses from 4 to 6 courses.</p> <p>ELA Status: 17 points below level 3 Change: +6 Math Status: 109 points below level 3; change: 5 points</p> <p>*Other pupil outcomes: The 2018-19 PSAT goal is for all schools to administer the PSAT in the fall and score the following by grade level and assessment:</p> <p>8th Grade: 25% will Met ERW Benchmark, and a minimum Mean score: 360</p> <p>9th Grade: 22% will Met ERW Benchmark, and a minimum Mean score: 370</p> <p>10th Grade: 28% will Met ERW Benchmark, and a minimum Mean score: 400</p>	<p>seniors in the district for a total of 40%.</p> <p>*The Dual Enrollment (Academic/CTE subjects) Goal for 2019-20 is to increase access of articulation and dual enrollment courses from 6 to 8 courses.</p> <p>ELA Status: 10 points below level 3, Change: +7 Math Status: 104 points below level 3; change: 5 points</p> <p>*Other pupil outcomes: The 2018-19 PSAT goal is for all schools to administer the PSAT in the fall and score the following by grade level and assessment:</p> <p>8th Grade: 30% will Met ERW Benchmark, and a minimum Mean score: 380</p> <p>9th Grade: 27% will Met ERW Benchmark, and a minimum Mean score: 390</p> <p>10th Grade: 33% will Met ERW Benchmark, and a minimum Mean score: 420</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>8th Grade Fall (BD, TC &amp; WS): 20% Met ERW, Mean Score: 344</p> <p>9th Grade Fall: 17% Met ERW Benchmark, Mean Score: 355</p> <p>PSAT/ NMSQT: 10th Grade Fall: 23% Met ERW Benchmark, Mean Score: 385</p> <p>11th Grade Fall: 27% Met ERW Benchmark, Mean Score: 416</p> <p>RAPID: Reading Success Probability Scores (RSP): Cumulative scores of all tasks above 50% *CVUSD Spring Administration: 23%</p> <p>Capstone: Students above the 25th percentile on their respective Components-K: Phonological Awareness, 1-2: Word Reading, 3-12- Reading Comprehension. *CVUSD Spring Administration: 47%</p> <p>State Seal of Bi-literacy(SSB): 142 recipients</p>		<p>11th Grade: 32% will Met ERW Benchmark, and a minimum Mean score: 430</p> <p>The 2018-19 RAPID goal is as follows: RSP: *CVUSD Spring Administration: 28%</p> <p>Capstone: *CVUSD Spring Administration: 52%</p> <p>The 2018-19 SSB goal as follows: 170 SSB recipients</p>	<p>11th Grade: 37% will Met ERW Benchmark, and a minimum Mean score: 450</p> <p>The 2018-19 RAPID goal is as follows: RSP: *CVUSD Spring Administration: 33%</p> <p>Capstone: *CVUSD Spring Administration: 57%</p> <p>The 2018-19 SSB goal as follows: 200 SSB recipients</p>

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Low Income

LEA-wide

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

### 2017-18 Actions/Services

#### IMPLEMENTATION OF STATE STANDARDS

Implement state standards as an integrated model of literacy. The focus remains on student achievement as measured by CAASPP and local assessments. Actions for Implementation of state standards:

1) Professional Development:

### 2018-19 Actions/Services

#### IMPLEMENTATION OF STATE STANDARDS

Implement state standards as an integrated model of literacy. The focus remains on student achievement as measured by CAASPP and local assessments. Actions for Implementation of state standards:

1) Professional Development:

### 2019-20 Actions/Services

#### IMPLEMENTATION OF STATE STANDARDS

Implement state standards as an integrated model of literacy. The focus remains on student achievement as measured by CAASPP and local assessments. Actions for Implementation of state standards:

1) Professional Development:



Professional Development plan to facilitate effective implementation of state standards, new and existing curriculum, and assessments for the following content areas: ELA, ELD, Math, Science and History-SS. As a result of negotiation, CVUSD will provide two additional professional development days for teachers paid at their per diem rate.

## 2) Instructional Materials:

ELA & ELD: Provide standards-based instruction by way of the 1st year implementation of ELD/ELA instructional materials, initial implementation of English 3D at the secondary level, and Units of Study.

Math: Spring 2018: Units of study will be refined to create a well-balanced curriculum and assessments.

NGSS Elementary: We will continue to explore integration within ELA & ELD for elementary levels given that new adopted material have NGSS standards embedded.

NGSS Secondary: Replacement Modules will be refined to create well-balanced curriculum and assessments. Middle schools will field test STEMscopes. High schools will pilot

Teachers will continue to participate in professional development to effectively implement curriculum and assessments for all content areas, including but not limited to: ELA, ELD, Math, Science and History-SS. As a result of negotiation, CVUSD will provide two additional professional development days for teachers paid at their per diem rate.

## 2) Instructional Materials:

Implement state standards as an integrated model of literacy to focus on results and outcomes. ELD, ELA and Math standards maps and pacing guides will continue to be refined during 2018-2019 to align the curriculum and assessments to address all standards for students.

Elementary, middle, and high schools will pilot History-SS instructional material for future adoption using the adoption toolkit.

Implementation of the district's Mobile Learning Initiative (MLI) to provide one-to-one student iPads to support technology integration in the classroom.

\* Discovery Education - CVUSD will not be renewing this license.

Teachers will continue to participate in professional development to effectively implement curriculum and assessments for all content areas, including but not limited to: ELA, ELD, Math, Science and History-SS. As a result of negotiation, CVUSD will provide two additional professional development days for teachers paid at their per diem rate.

NEW:

CWA will provide school faculty and staff with professional development designed to raise awareness of support required for our foster and homeless youth to graduate on time with the skills, experiences and credentials required to be successful in college or a career in the global 21st century labor market.

## 2) Instructional Materials:

Implement state standards as an integrated model of literacy to focus on results and outcomes. ELD, ELA and Math standards maps and pacing guides will continue to be refined as needed to align the curriculum and assessments to address all standards for students.

In anticipation of new curriculum, we will begin our exploration and initial implementation of the History-SS curriculum.

Elementary, middle, and high schools will pilot Science instructional material for future adoption using the adoption toolkit.

Implementation of the district's Mobile Learning Initiative (MLI) to provide one-to-one student iPads to support technology integration in the classroom.

instructional material for future adoption using the Achieve Rubric.

In anticipation of state released list of approved publishers for History-SS adoption we will start the review and selection process for adoption considerations.

Implementation of the district's Mobile Learning Initiative (MLI) to provide one-to-one student iPads to support technology integration in the classroom.

\* Discovery Education - licenses for standards-based digital content

3) Implementing Policies/Programs (e.g. Collaboration, focused classroom walkthroughs, teacher pairing):

As a result of negotiations, increase student instructional time throughout the year to better meet the instructional needs of all students for all content areas, including but not limited to: ELA, ELD, Math, Science and History-SS. CVUSD Increased student instruction time and teacher collaboration time that includes cross curricular and vertical articulation in grades Kindergarten through 12th grade by 100 minutes per week. Implementation of monthly District walkthroughs for all each of the school sites.

4)Implementing standards for:

CTE: CTE Teachers will be provided sub release time to update course outlines and align them to the CTE Model Curriculum standards by pathway and align them to CCSS. 3rd party assessments validating CTE pathway standards will be explored.

3) Implementation of Policies/Programs

(e.g. Collaboration, focused classroom walkthroughs, teacher pairing, etc.):

Increased student instructional time and teacher collaboration time as a result of negotiations will remain throughout the year to better meet the instructional needs of all students for all content areas, including but not limited to: ELA, ELD, Math, Science and History-SS.

4)Implementing standards for:

CTE: CTE teachers will be provided sub release time with academic teachers to integrate CTE and CCSS standards into key assignments. 3rd party assessments will be piloted.

3) Evaluation and Refinement Policies/Programs

(e.g. Collaboration, focused classroom walkthroughs, teacher pairing, etc.):

Increased student instructional time and teacher collaboration time as a result of negotiations will remain throughout the year to better meet the instructional needs of all students for all content areas, including but not limited to: ELA, ELD, Math, Science and History-SS.

4)Implementing standards for:

CTE: CTE teachers will be provided sub release time with academic teachers to integrate CTE and CCSS standards into key assignments. 3rd party assessments will be expanded to all pathways.

<p>Health:</p> <p>PE: Elementary classroom teachers of record will continue to provide 200 minutes of physical education every ten school days.* Aquatics instruction at high school</p> <p>VAPA:</p> <p>World Languages:</p> <p>Prepare students for success in high school, college and careers, especially for students traditionally underrepresented in higher education.</p> <p>* Career Technical Education</p> <p>* Advancement Via Individual Determination (AVID)</p> <p>5) Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff: PLC summer training for all certificated staff. Each site leadership team will participate in depth training to develop protocols and expectations. District administration will conduct monthly</p>	<p>Health:</p> <p>PE: Elementary classroom teachers of record will continue to provide 200 minutes of physical education every ten school days. Secondary PE teachers will continue to provide 400 minutes of physical education every ten school days.</p> <p>Visual and Performing Arts: Implement VAPA at elementary schools grades 4-8. Refine VAPA programs at secondary schools.</p> <p>World Languages: Refine the Dual Language program across the district and explore offering additional world language electives.</p> <ul style="list-style-type: none"> <li>• ----MOVED TO Goal 1, Action 3-----</li> </ul> <p>Prepare students for success in high school, college and careers, especially for students traditionally underrepresented in higher education.</p> <p>* Career Technical Education</p> <p>* Advancement Via Individual Determination (AVID)</p> <p>5) Engage with teachers and school administrators by providing district/site-led professional development, through site/district walkthroughs and evaluation of assessments to:</p> <p>A) Continue to identify professional learning needs of groups of teachers or staff as a whole</p>	<p>Health:</p> <p>PE: Elementary classroom teachers of record will continue to provide 200 minutes of physical education every ten school days. Secondary PE teachers will continue to provide 400 minutes of physical education every ten school days.</p> <p>Visual and Performing Arts: Implement VAPA at elementary schools grades 4-8. Refine VAPA programs at secondary schools.</p> <p>World Languages: Refine the Dual Language program across the district and offer an additional world language elective.</p> <ul style="list-style-type: none"> <li>• ----MOVED TO Goal 1, Action 3-----</li> </ul> <p>Prepare students for success in high school, college and careers, especially for students traditionally underrepresented in higher education.</p> <p>* Career Technical Education</p> <p>* Advancement Via Individual Determination (AVID)</p> <p>5) Engage with teachers and school administrators by providing district/site-led professional development, through site/district walkthroughs and evaluation of assessments to:</p> <p>A) Continue to identify professional learning needs of groups of teachers or staff as a whole</p>
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walkthroughs after developing a strategic plan that includes appropriate tools for evaluation.

B) Identifying professional learning needs for teachers and staff: We will use data collected during district monthly walkthroughs to identify areas of need.

C) Providing support for teachers on standards they have not mastered: We will determine appropriate PD based on data collected from district monthly walkthroughs and initial incorporation of Early Intervention Teacher/Coach for all elementary schools.

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#### **LCFF Supplemental/Concentration**

\* Assistant Principal salaries & Principal on special assignment to provide instructional coaching and supplemental site support (\$2,566,758)

\* Increase student instruction time and teacher collaboration time in grades Kindergarten

B) Continue to identify professional learning needs of individual teachers and staff

C) Continue to provide support for teachers on standards they have not mastered

The Elementary Assistant Principals will have a new title beginning the 2018-19 school year which is, Assistant Administrator of Instructional Improvement TK-6. They will be responsible for providing instructional leadership to ensure all students are provided a challenging core curriculum and meet state and district standards and expectations. They will assist in the design, implementation, monitoring, and evaluation of supplemental programs and services focused on increasing academic achievement and closing achievement gaps.

Instructional Technology Coordinator will collaborate with teachers and administrators to support integration of technology with various standards-aligned curriculum platforms.

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#### **LCFF Supplemental/Concentration**

\* Assistant Principals and Principals on special assignment to provide instructional coaching and supplemental site support (\$0)

\* Continue to increase student instructional time and teacher collaboration time in grades Transitional Kindergarten through 12th grade

B) Continue to identify professional learning needs of individual teachers and staff

C) Continue to provide support for teachers on standards they have not mastered

The Assistant Administrator of Instructional Improvement TK-6 will be responsible for providing instructional leadership to ensure all students are provided a challenging core curriculum and meet state and district standards and expectations. They will assist in the design, implementation, monitoring, and evaluation of supplemental programs and services focused on increasing academic achievement and closing achievement gaps.

The Instructional Technology Coordinator position was eliminated.

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#### **LCFF Supplemental/Concentration**

\* Assistant Principals and Principals on special assignment to provide instructional coaching and supplemental site support (\$0)

\* Continue to increase student instructional time and teacher collaboration time in grades Kindergarten through 12th grade by 100 minutes per week & provide two additional

through 12th grade by 100 minutes per week & provide two additional professional development days for teachers paid at their per diem rate. (\$6,206,975)

\* 2 Aquatics Instructors (\$173,379)

\* 2 Lifeguards (\$118,860)

by 100 minutes per week & provide two additional professional development days for teachers paid at their per diem rate. (\$6,459,715)

\* Secondary Assistant Principal salaries to provide instructional coaching and supplemental site support (25%) (\$373,940)

\* Assistant Administrator of Instructional Improvement TK-6 salaries to provide instructional coaching and supplemental site support (50%) (\$1,140,643)

\* Continue funding 2 Aquatics Instructors (\$255,981)

\* Continue funding 2 Lifeguards (\$121,328)

\* Continue funding 1 Curriculum Resource Technician (\$84,000)

\* Educational Technology Coordinator (\$165,337)

professional development days for teachers paid at their per diem rate. (\$6,793,885)

\* Secondary Assistant Principal salaries to provide instructional coaching and supplemental site support (25%) (\$477,053)

\* Assistant Administrator of Instructional Improvement TK-6 salaries to provide instructional coaching and supplemental site support (20%) (\$292,432)

\* Continue funding 2 Aquatics Instructors (\$209,778)

\* Continue funding 2 Lifeguards (\$130,792)

\* Continue funding 1 Curriculum Resource Technician (\$97,069)

\* Educational Technology Coordinator (\$0)

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#### Title I

\* Professional Development Contract with RCOE (\$118,000)

\* 3 Technology TOSAs and support (\$500,413)

\* Summer & Misc. Professional Development (\$305,602)

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#### Title I

\* Elementary Assistant Administrators of Instructional Improvement TK-6 salaries to provide instructional coaching and supplemental site support (50%) (\$1,140,643)

\* Continue funding 2 Technology TOSAs (100%) and 50% FTE support (\$338,613)

\* Continue funding 2 Common Core TOSAs (\$270,996)

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#### Title I

\* Elementary Assistant Administrators of Instructional Improvement TK-6 salaries to provide instructional coaching and supplemental site support (80%) (\$1,535,321)

\* 2 Technology TOSA positions were eliminated (\$0)

\* 85% Administrative Specialists for professional development (\$82,728)

\* 2 Common Core TOSA positions were eliminated (\$0)

\* Visual & Performing Arts (VAPA)  
- 17 teachers (100%) (\$1,634,625)

<p>-----</p> <p><b>Title II</b></p> <p>* 3 Common Core &amp; 1 NGSS TOSAs (\$536,182)</p> <p>* OMS - Track Professional Development (\$5,000)</p> <p>* Other professional development (\$385,503)</p>
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<p>* Visual &amp; Performing Arts (VAPA) (\$2,500,000)</p> <p>* Professional Development (\$2,179,026)</p> <p>-----</p> <p><b>Title II</b></p> <p>* 3 Common Core &amp; 1 NGSS TOSAs (\$0) Funding changed to Title I</p> <p>* OMS (\$0) In 2017-2018 school year - 51 professional Development events were recorded. Due to the low usage, the contract for OMS will not be renewed.</p> <p>* Professional development (\$633,392)</p>
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<p>- 9 instructional paraprofessionals (100%) (\$468,293)</p> <p>- materials, supplies, equipment (\$77,233)</p> <p>* 4 Instructional Specialists (100%) (\$509,391)</p> <p>* 1 Professional Development Specialist (100%) (\$169,797)</p> <p>* Professional Development (\$85,536)</p> <p>-----</p> <p><b>Title II</b></p> <p>* 3 Common Core &amp; 1 NGSS TOSAs ((\$0) Funding changed to Title I</p> <p>* OMS (\$0)</p> <p>* Other professional development (\$20,834)</p>
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## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$9,065,972	\$8,600,944	\$8,001,008
Source	LCFF Supplemental/Concentration 0761	LCFF Supplemental/Concentration 0761	LCFF Supplemental/Concentration 0761
Budget Reference	1000-3999	1000-3999: Salaries and Benefits - \$8,600,944	1000-3999: Salaries and Benefits - \$7,680,722 7000-7999: Indirect Costs - \$320,286

Amount	\$932,624	\$6,429,278	\$4,562,924
Source	Title I 3010	Title I 3010	Title I 3010
Budget Reference	1000-3999 \$724,922 5000-5999 \$208,602	1000-3999: Salaries and Benefits - \$6,220,676 5000-5999: Services and Other Operating Expenditures - \$208,602	1000-3999: Salaries and Benefits - \$4,306,126 5000-5999: Services and Other Operating Expenditures - \$74,141 7000-7999: Indirect Costs - \$182,657
Amount	\$775,896	\$633,392	\$20,834
Source	Title II 4035	Title II 4035	Title II 4035
Budget Reference	1000-3999 \$702,174 5000-5999 \$73,722	1000-3999: Salaries and Benefits - \$559,670 5000-5999: Services and Other Operating Expenditures - \$73,722	1000-3999: Salaries and Benefits - \$20,000 7000-7999: Indirect Costs - \$834

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

LEA-wide

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

### 2017-18 Actions/Services

#### SUPPORT ENGLISH LEARNER STUDENTS

As a result of negotiations, increase student instructional time throughout the year to better meet the instructional needs of low income, Migrant, and EL students.

CVUSD will continue to support the following programs to support ELL's and migrant students' academic success:

- Migrant Education
- AmeriCorps - providing literacy tutoring During the instructional day, focused on reading to K-12 students

Continue to implement research based instructional practices and support teachers with instructional rounds, refine services for English learners (ELs) and refine biliteracy instruction program.

Appropriate use of instructional materials and sustained professional development will result in 15% reclassification rate overall, including increasing CELDT level scores and the number of students scoring CELDT levels 4 & 5, and overall academic achievement demonstrated by SBAC. Given the transition from CELDT to ELPAC during the 2017-18 academic year, CVUSD will assess Intermediate level students using CELDT and administer ELPAC for which there will be no scores.

### 2018-19 Actions/Services

#### SUPPORT ENGLISH LEARNER STUDENTS

As a result of negotiations, increase student instructional time throughout the year to better meet the instructional needs of low income, Migrant, and EL students.

CVUSD will continue to support the following programs to support ELL and migrant students' academic success:

- Migrant Education

Continue to implement research based instructional practices and support teachers with:

instructional rounds, refine services for English learners (ELs) and refine Dual Language instruction.

Appropriate use of instructional materials and sustained professional development will result in a 15% reclassification rate overall, including increasing ELPAC level scores and the number of students scoring ELPAC levels 3 & 4, and overall academic

achievement demonstrated by SBAC.

### 2019-20 Actions/Services

#### SUPPORT ENGLISH LEARNER STUDENTS

As a result of negotiations, increase student instructional time throughout the year to better meet the instructional needs of low income, Migrant, and EL students.

CVUSD will continue to support the following programs to support ELL and migrant students' academic success:

- Migrant Education

Continue to implement research based instructional practices and support teachers with instructional rounds, refine services for English learners (ELs) and refine Dual Language instruction.

Appropriate use of instructional materials and sustained professional development will result in a 18% reclassification rate overall, including increasing ELPAC level scores and the number of students scoring ELPAC levels 3 & 4, and overall academic

achievement demonstrated by SBAC.



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**LCFF Supplemental/Concentration**

- \* EL Department salaries (\$460,198)
- \* Site EL Support Assistants (\$372,484)
- \* AmeriCorps (\$10,800)

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**Title III Immigrant**

- \* Direct Support to Students (Materials and Supplies) (\$29,343)

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**Title III LEP**

- \* EL TOSAs (\$640,663)
- \* Dual Language Adaptations, Professional Development and Substitute costs (\$167,000)
- \* Grades 5 - 12 EL Mentors (\$100,000)
- \* ELD Professional Development including CAFE (\$125,144)

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**LCFF Supplemental/Concentration**

- \* EL Department salaries (\$386,735)
- \* Site EL Support Assistants (\$774,693)
- \* AmeriCorps (\$0) N/A Position eliminated

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**Title III Immigrant**

- \* Direct Support to Students (Materials and Supplies) (\$29,553)

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**Title III LEP****Professional Development**

- \* 2 EL Teacher On Special Assignment-Salaries & benefits (\$306,452)
- \* 1 Migrant Outreach Teacher-Salaries & benefits (\$144,553)

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**LCFF Supplemental/Concentration**

- \* EL Department salaries
  - Director (100%) (\$222,799)
  - Administrative Specialist (100%) (\$107,932)
- \* Site EL Support Assistants (\$835,992)
- \* AmeriCorps (\$0) N/A Position eliminated

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**Title III Immigrant (\$36,321)**

- \* Direct Support to Students (Materials and Supplies)
- \* Newcomer Academy in 10 schools
- \* Rosetta Stone

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**Title III LEP****Professional Development**

- \* 2 EL Teacher On Special Assignment positions were eliminated (\$0)
- \* 1 Migrant Outreach Teacher-Salaries & benefits (\$154,342)

<ul style="list-style-type: none"> <li>* Summer School and AVID Excel Bridge (\$90,000)</li> <li>* RCOE consortiums for Dual Language, Project and EL Learners and LTELs (\$35,000)</li> <li>* EL and Dual Language Assessments - including LAS Links and CELDT (\$37,000)</li> <li>* Measure of Districts support of ELs - ELSSA (\$15,000)</li> <li>* EL Support Services - (\$21,000)</li> <li>* Migrant Outreach Teacher (\$140,000)</li> <li>* Other support for English Learners (\$125,908)</li> </ul>	<ul style="list-style-type: none"> <li>* English Learner Staff Support Professional Development including CABE Conference (\$57,000)</li> <li>* RCOE Project and EL Directors and LTEL Task Force (\$5,000)</li> </ul> <p>Programs &amp; Activities</p> <ul style="list-style-type: none"> <li>* State Seal of Biliteracy &amp; Riverside County Seal of Multiliteracy (\$3,000)</li> <li>* K-12 Multiliteracy Pathway Task Force (\$25,000)</li> <li>* Dual Language: CABE Professional Development-Contract &amp; subs (\$101,180)</li> <li>* Dual Language: Site DL Coordinators stipends (\$21,120)</li> <li>*Dual Language: Continuous Improvement Cycle Support -LAS Links, subs, iStation (\$133,984)</li> </ul> <p>English Proficiency &amp; Academic Achievement of ELs</p> <ul style="list-style-type: none"> <li>* Designated and Integrated ELD Professional Development (\$83,684)</li> <li>* Other support services for ELs (\$77,510)</li> <li>* Secondary LTEL Collaboration subs (\$22,680)</li> <li>* English Learners with Disabilities Task Force pilot (\$25,040)</li> <li>* Grades 5 - 12 EL Mentors (\$82,135)</li> </ul>	<ul style="list-style-type: none"> <li>* English Learner Staff Support Professional Development (\$10,000)</li> <li>* RCOE Project and EL Directors and LTEL Task Force (\$4,000)</li> </ul> <p>Programs &amp; Activities</p> <ul style="list-style-type: none"> <li>* State Seal of Biliteracy &amp; Riverside County Seal of Multiliteracy (\$3,000)</li> <li>* Dual Language: CABE Professional Development-Contract &amp; subs (\$136,500)</li> <li>* Dual Language: Extra Services for Site leads (\$15,000)</li> <li>*Dual Language: Continuous Improvement Cycle Support -LAS Links, subs, iStation (\$137,182)</li> <li>* Multiliteracy Pathway Task Force (\$25,000)</li> </ul> <p>English Proficiency &amp; Academic Achievement of ELs</p> <ul style="list-style-type: none"> <li>* Designated and Integrated ELD Professional Development (\$70,406)</li> <li>* Secondary LTEL Collaboration subs (\$0)</li> <li>* English Learners with Disabilities Task Force pilot (\$16,200)</li> <li>* Grades 5 - 12 EL Mentors (\$109,164)</li> </ul>
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	<p>* Summer School and AVID Excel Bridge (\$155,132)</p> <p>Family and Community Engagement for ELs-CABE Conference (\$42,000)</p>	<p>* other support services (\$0)</p> <p>* LTEL Tutoring Intervention (\$43,214)</p> <p>* Summer School and AVID Excel Summer Bridge (\$50,000)</p> <p>Family and Community Engagement for ELs-CABE Conference (\$20,000)</p>
<p>-----</p> <p><b>Title I</b></p> <p>* Americorps members cost (\$366,314)</p>	<p>-----</p> <p><b>Title I</b></p> <p>* AmeriCorps members cost (\$0)</p>	<p>-----</p> <p><b>Title I</b></p> <p>* AmeriCorps members cost (\$0)</p> <p>* English Learner Services Coordinator (\$176,298)</p>
	<p>-----</p> <p><b>Migrant</b></p> <p>* Direct Support to Students (Salaries, Materials and Supplies) (\$1,368,945)</p>	<p>-----</p> <p><b>Migrant</b></p> <p>* Direct Support to Students (salaries, materials and supplies</p> <p>-- Regular Year (\$531,795)</p> <p>* ELA/Math after school program, Math family nights, speech &amp; debate, credit recovery, college visits, Migrant Leaders Club</p> <p>* Summer School \$163,802): ELA/Math program for K-8, credit recovery</p>

		* identification & recruitment \$4,133  - Parent advisory council \$8,874  - Migrant career day \$6,158  - Administrative costs \$242,086  -----  <b>Title IV</b>  * Dual Language Program: middle school Spanish teacher (\$135,421)
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### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$843,482	\$1,161,428	\$1,166,724
Source	LCFF Supplemental/Concentration 0761	LCFF Supplemental/Concentration 0761	LCFF Supplemental/Concentration 0761
Budget Reference	1000-3999 \$832,682 4000-5999 \$10,800	1000-3999: Salaries and Benefits - \$1,161,428 4000-4999: Books and Supplies - \$0 5000-5999: Services and Other Operating Expenditures - \$0	1000-3999: Salaries and Benefits - \$1,120,263 4000-4999: Books and Supplies - \$0 5000-5999: Services and Other Operating Expenditures - \$0 7000-7999: Indirect Costs - \$46,461
Amount	\$29,343	\$29,553	\$36,321
Source	Title III Immigrant 4201	Title III Immigrant 4201	Title III Immigrant 4201
Budget Reference	4000-4999 \$29,343	4000-4999: Books and Supplies - \$29,553	4000-4999: Books and Supplies - \$35,610 7000-7999: Indirect Costs - \$711

Amount	\$1,496,715	\$1,285,470	\$794,010
Source	Title III LEP 4203	Title III LEP 4203	Title III LEP 4203
Budget Reference	1000-3999 \$1,263,571 4000-4999 \$25,000 5000-5999 \$208,144	1000-3999: Salaries and Benefits - \$932,436 4000-4999: Books and Supplies - \$3,000 5000-5999: Services and Other Operating Expenditures - \$350,034	1000-3999: Salaries and Benefits - \$618,259 4000-4999: Books and Supplies - \$140,182 5000-5999: Services and Other Operating Expenditures - \$20,000 7000-7999: Indirect Costs - \$15,569
Amount	\$366,314	\$0	\$176,298
Source	Title I 3010	Title I 3010	Title I 3010
Budget Reference	2000-3999 \$366,314	2000-3999: Salaries and Benefits - \$0	1000-3999: Salaries and Benefits - \$169,241 7000-7999: Indirect Costs - \$7,057
Amount		\$1,368,945	\$956,848
Source		Migrant 3060	Migrant 3060
Budget Reference		1000-6999: Salaries, Materials and Supplies - \$1,368,945	1000-6999: Salaries, Materials and Supplies - \$918,545 7000-7999: Indirect Costs - \$38,303
Amount			\$135,421
Source			Title IV - 4127
Budget Reference			1000-3999: Salaries, Materials and Supplies - \$130,000 7000-7999: Indirect Costs - \$5,421

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

**INCREASE STUDENT ACHIEVEMENT AND COLLEGE & CAREER READINESS**

A. Statewide Assessments (Grades 3-8):  
CVUSD will continue to support the implementation of district benchmarks for ELA and Math:

3-6 ELA: Rapid, Acuity, Curriculum based common assessments

3-6 Math: Acuity and Curriculum based common assessments.

7-8 ELA: NWEA for PLP cohorts, CAASPP Interim Assessments & Teacher created common assessments focused on CCSS.

7-8 Math: NWEA for PLP cohorts, CAASPP Interim Assessments & Teacher created common assessments focused on CCSS.

**2018-19 Actions/Services**

**INCREASE STUDENT ACHIEVEMENT AND COLLEGE & CAREER READINESS**

A. Statewide Assessments (Grades 3-8):  
CVUSD will continue to support the implementation of district benchmarks for ELA and Math:

3-6 ELA: Rapid, Acuity, Curriculum based common assessments

3-6 Math: Acuity and Curriculum based common assessments.

7-8 ELA: CAASPP Interim Assessments & Teacher created common assessments focused on CCSS.

7-8 Math: CAASPP Interim Assessments & Teacher created common assessments focused on CCSS.

**2019-20 Actions/Services**

**INCREASE STUDENT ACHIEVEMENT AND COLLEGE & CAREER READINESS**

A. Statewide Assessments (Grades 3-8):  
CVUSD will continue to support the implementation of district benchmarks for ELA and Math:

3-6 ELA: Rapid, Acuity, Curriculum based common assessments

3-6 Math: Acuity and Curriculum based common assessments.

7-8 ELA: CAASPP Interim Assessments & Teacher created common assessments focused on CCSS.

7-8 Math: CAASPP Interim Assessments & Teacher created common assessments focused on CCSS.

C. A-G Completion: Continue expanding A-G courses

F. AP Exam: Continue to support to fund AP assessments for all students taking the test.

G. Grade 11 State Assessments: CAASPP Interim Assessments & Teacher created common assessments focused on CCSS.

\* CVUSD will continue funding the following programs in order to support student academic achievement towards meeting the CCSS:

- After School Education & Safety (ASES)
- Gifted and Talented Education (GATE)
- Continue to fund extended day for Kindergarten
- Early Childhood Programs
- LCFF S/C allocation to each school site for intervention purposes

B. A-G Completion: Continue expanding A-G courses

C. AP Exam: Continue to fund AP assessments for all students taking the test.

D. Grade 11 State Assessments: Math: Administer CAASPP Interim Assessments & Districtwide Teacher Created Common Assessments focused on CCSS. ELA: Administer CAASPP Interim Assessments & create Districtwide Common Assessments.

----MOVED FROM Goal 1, Action 1-----

Prepare students for success in high school, college and careers, especially for students traditionally underrepresented in higher education.

\* Career Technical Education

\* Advancement Via Individual Determination (AVID)

\* PUENTE

\* CVUSD will continue funding the following programs in order to support student academic achievement and provide a broad course of study towards meeting the CCSS:

- After School Education & Safety (ASES) (moved to Goal 3, Action 2)
- Gifted and Talented Education (GATE)
- Continue to fund extended day for Kindergarten
- Early Childhood Programs
- LCFF S/C allocation to each school site for intervention purposes (captured in Goal 1, Action 4)

B. A-G Completion: Continue expanding A-G courses

C. AP Exam: Continue to fund AP assessments for all students taking the test.

D. Grade 11 State Assessments: Math: Administer CAASPP Interim Assessments & Districtwide Teacher Created Common Assessments focused on CCSS. ELA: Administer CAASPP Interim Assessments & create Districtwide Common Assessments.

----MOVED FROM Goal 1, Action 1-----

Prepare students for success in high school, college and careers, especially for students traditionally underrepresented in higher education.

\* Career Technical Education

\* Advancement Via Individual Determination (AVID)

\* PUENTE

\* CVUSD will continue funding the following programs in order to support student academic achievement and provide a broad course of study towards meeting the CCSS:

- After School Education & Safety (ASES) (moved to Goal 3, Action 2)
- Gifted and Talented Education (GATE)
- Continue to fund extended day for Kindergarten
- Early Childhood Programs
- LCFF S/C allocation to each school site for intervention purposes (captured in Goal 1, Action 4)

\* Pathway Completion:

- Continue professional development for counselors
- Continue & refine recruitment of students of students into pathways
- Work with parent engagement committees to develop a CTE communication plan.

\*The Dual Enrollment (Academic/CTE subjects):

- Continue professional development for teachers
- Continue funding for extra services for teachers to work with college staff to articulate courses

Develop and implement multi-tiered system of academic support: Response to Intervention and Instruction (RTI2) for all students in order to improve student achievement.

\* Early Intervention Teachers at Elementary Schools

\* Read 180 Intervention Teachers at Elementary Sites

\* Read 180 or Math 180 Intervention Teachers at Secondary School sites

- Ethnic Studies
- Indian Education

\* Pathway Completion:

- Continue professional development for counselors
- Continue & refine recruitment of students of students into pathways
- Continue to work with parent engagement committees to develop a CTE communication plan.

\*The Dual Enrollment (Academic/CTE subjects):

- Continue professional development for teachers
- Continue funding for extra services for teachers to work with college staff to articulate courses

Begin initial implementation of a multi-tiered system of academic, behavior, and social-emotional support.

\* Intervention and Instructional support for all students in order to improve student achievement.

\* Early Intervention Teachers at Elementary Schools N/A - positions eliminated

\* Read 180 Intervention Teachers at Elementary Sites N/A - positions eliminated

\* Read 180 or Math 180 Intervention Teachers at Secondary School sites N/A - positions eliminated

\* Read 180 and Math 180 Digital online hosting and materials

- Ethnic Studies
- Indian Education

\* Pathway Completion:

- Continue professional development for counselors
- Continue & refine recruitment of students of students into pathways
- Continue to work with parent engagement committees to develop a CTE communication plan.

\*The Dual Enrollment (Academic/CTE subjects):

- Continue professional development for teachers
- Continue funding for extra services for teachers to work with college staff to articulate courses

Develop and implement multi-tiered system of academic support: Intervention and Instructional support for all students in order to improve student achievement.

\* Early Intervention Teachers at Elementary Schools N/A - positions eliminated

\* Read 180 Intervention Teachers at Elementary Sites N/A - positions eliminated

\* Read 180 or Math 180 Intervention Teachers at Secondary School sites N/A - positions eliminated

\* Read 180 and Math 180 Digital online hosting and materials

\* Continue to provide Saturday enrichment and educational opportunities to increase attendance and student engagement



\* Continue to provide Saturday enrichment and educational opportunities to increase attendance and student engagement

\* NEW: Ensure appropriately assigned and fully credentialed teachers are assigned to work with students with the most intense needs.

\* NEW: Use existing staff and master schedule to provide supports to students based on student needs at all levels TK-grade 12

\* NEW: Provide Secondary Summer School for Credit Recovery.

NEW: CVUSD is committed to maintaining and enhancing class size reduction in grades TK-12, maximum class size negotiated at 24. Maximum class size for grades 4-8 is negotiated at 30 and grades 9-12 are negotiated at 32. This includes, but is not limited to, additional staffing at middle school, high school, physical education, and special education.

NEW: Recruit and maintain a professional workforce through fair and competitive compensation and working conditions.

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#### **LCFF Supplemental/Concentration**

\* Student Study Team Software (\$0 N/A)

\* Continue to fund 100% of the CTE Coordinator salary (\$170,575)

\* Ensure appropriately assigned and fully credentialed teachers are assigned to work with students with the most intense needs.

\* Use existing staff and master schedule to provide supports to students based on student needs at all levels TK-grade 12

\* Provide Secondary Summer School for Credit Recovery.

CVUSD is committed to maintaining and enhancing class size reduction in grades TK-12, maximum class size negotiated at 24. Maximum class size for grades 4-8 is negotiated at 30 and grades 9-12 are negotiated at 32. This includes, but is not limited to, additional staffing at middle school, high school, physical education, and special education.

Recruit and maintain a professional workforce through fair and competitive compensation and working conditions.

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#### **LCFF Supplemental/Concentration**

\* Student Study Team Software (\$0 N/A)

\* Continue to fund 100% of the CTE Coordinator salary. (\$178,469)

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#### **LCFF Supplemental/Concentration**

\* Student Study Team Software (\$60,000)

\* Continue to fund 100% the salary of the CTE Coordinator (\$147,546)

\* Continue to fund a portion of the existing Academy Project Facilitator salary (\$8,983)

\* Continue to contract with Riverside County Office of Education to pay the salaries of existing RCOE Career Technical Education teachers teaching at CVUSD schools (\$689,487)

\* CTE Program Support - professional development, materials, supplies, etc. (\$500,000)

\* California Partnership Academy Grant Match for professional development, materials, supplies, etc. (\$150,000)

\* AVID Membership Fee (70,000)

\* AVID Site Coordinator Stipends - Elementary (\$84,795)

\* Contract with Riverside Office of Education to provide \* Guidance & Counseling support to district and sites (\$45,000)

\* Extended Day for Kindergarten (\$3,770,215)

\* Early Childhood (\$890,139)

\* Continue to fund a portion of the existing Academy Project Facilitator salary (\$9,142)

\* Continue to contract with Riverside County Office of Education to pay the salaries of existing RCOE Career Technical Education teachers teaching at CVUSD schools (\$730,994)

\* CTE Program Support - professional development, materials, supplies, etc. (\$500,000)

\* Career exploration/CTE middle school feeder program teacher salaries (\$275,000)

\* High School CTE teacher salaries (\$1,449,236)

\* California Partnership Academy Grant Match for professional development, materials, supplies, etc. (\$150,300)

\* AVID Membership Fee (70,000)

\* AVID Site Coordinator Stipends - Elementary (\$88,249)

\* Contract with Riverside Office of Education to provide guidance & counseling support to district and sites (\$0) - eliminated

\* Extended Day for Kindergarten (\$4,403,935)

\* Alternative school principal and teacher salaries (\$1,465,326)

\* Early Childhood (\$919,392)

\* Ethnic Studies (\$661,205)

\* Continue to fund a portion of the existing Academy Project Facilitator salary (80%). (\$130,924)

\* Continue to contract with Riverside County Office of Education to pay the salaries of existing RCOE Career Technical Education teachers teaching at CVUSD schools. (\$730,994)

\* CTE Program Support - professional development, materials, supplies, etc. (\$500,000)

\* Career exploration/CTE middle school feeder program teacher salaries. (\$383,319)

\* High School CTE teacher salaries (\$2,127,226)

\* California Partnership Academy Grant Match for professional development, materials, supplies, etc. (\$150,000)

\* AVID Membership Fee (\$0) - moved to Title I

\* AVID Site Coordinator Stipends - Elementary (\$0)- moved to Title I

\* Contract with Riverside Office of Education to provide guidance & counseling support to district and sites (\$0) - eliminated.

\* Extended Day for Kindergarten (\$4,166,210)

\* Alternative school principal and teacher salaries (\$1,645,380)

\* 1 Early Childhood Director (100%) (\$238,136)

\* Ethnic Studies (\$762,286)

\* Transportation support for after school programs (\$781,235)

\* District classified positions to support educational programs

- Technology staff - Clerical staff (\$637,733)
- 3rd instructional aide in special education moderate/severe classrooms (12) (\$851,335)
- Instructional media assistants (22) (\$1,853,099)
- ASES Coordinator (1 at 50%) (\$73,845)
- Director of Activities (2 at 50%) (\$173,581)
- Director of Athletics (2 at 50%) (\$173,074)

\* Saturday School (\$354,688)

\* Transportation home to school and back (\$8,488,694)

\* Transportation support for after school programs (\$781,235)

\* Continue funding 1 Testing Coordinator (50%) (\$85,592)

\* Reduction of four IT Services Assistants to 1 (\$96,621)

\* Continue to fund 5 IT Services Technicians (\$579,736)

\* ASES Coordinator - moved to Goal 3 Action 2

\* Director of Activities - moved to Goal 3 Action 2

\* Director of Athletics - moved to Goal 3 Action 2

\* 3rd instructional aide in special education moderate/severe classrooms (12) (\$0) - N/A Position Eliminated

\* Data assessment specialists (1@75% and 2 @25%) (\$126,932)

\* Instructional media assistants (22) (\$1,903,058)

\* Class Size 34 FTE over Bargaining Agreement Ratio (\$5,107,774)

\* Saturday School (\$458,362)

\* Transportation home to school and back (\$9,414,725)

\* Transportation support for after school programs (\$813,812)

\* Continue funding 1 Testing Coordinator (50%) (\$94,927)

\* Reduction of four IT Services Assistants to 1 (\$102,170)

\* Fund 7 IT Services Technicians (80%) (\$619,277)

\* 3rd instructional aide in special education moderate/severe classrooms (12) (\$0) - N/A Position Eliminated

\* 3 Data assessment specialists (1@50% and 2 @25%) (\$138,619)

\* 22 Instructional media assistants (100%) (\$2,006,663)

\* ASES Coordinator moved to Goal 3 Action 2

\* Director of Activities moved to Goal 3 Action 2

\* Director of Athletics moved to Goal 3 Action 2

\* Class Size over Bargaining Agreement Ratio (29 FTE) (\$4,435,719)

\* Hiring and Retention 3% Certificated (CVTA & Management) (\$3,484,044)

<p>Additional Funding Support for CTE:</p> <ul style="list-style-type: none"> <li>* Carl Perkins (\$227,576)</li> <li>* CTE Incentive Grant (\$1,764,086)</li> <li>* California Partnership Academies (\$439,680)</li> <li>* Agriculture Incentive Grant (\$9,000)</li> </ul> <p>-----</p> <p><b>Title I</b></p> <ul style="list-style-type: none"> <li>* Alternative Support - Early Intervention Teacher at 14 Elementary sites (\$1,740,000)</li> <li>* Site Intervention Teachers (Read 180/Math 180) at 21 sites (\$2,609,495)</li> <li>* Read 180/Math 180 Consumables and District TOSA support (\$301,053)</li> <li>* Preschool Support staff (\$98,026)</li> <li>* Early Childhood Contribution (\$263,255)</li> <li>* ASES Afterschool Writing Intervention (\$700,000)</li> </ul>
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<ul style="list-style-type: none"> <li>* Hiring and Retention 3% Certificated (CVTA &amp; Management) (\$2,739,373)</li> <li>* Secondary Summer School (\$300,000)</li> </ul> <p>Additional Funding Support for CTE/College Readiness:</p> <ul style="list-style-type: none"> <li>* Carl Perkins (\$216,739)</li> <li>* CTE Incentive Grant (\$1,395,036)</li> <li>* California Partnership Academies (\$300,600)</li> <li>* Agriculture Incentive Grant (\$14,179)</li> <li>* College Readiness (\$380,807)</li> </ul> <p>-----</p> <p><b>Title I</b></p> <ul style="list-style-type: none"> <li>* Alternative Support - Early Intervention Teacher at 14 Elementary sites (\$0 N/A)</li> <li>* Site Intervention Teachers (Read 180/Math 180) at 21 sites (\$0 N/A)</li> <li>* Read 180 Consumables (\$250,000)</li> <li>* District Technology Intervention TOSA support (\$153,845)</li> <li>* Preschool Support staff (\$166,584)</li> </ul>
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<ul style="list-style-type: none"> <li>* Secondary Summer School (\$312,510)</li> </ul> <p>Additional Funding Support for CTE/College Readiness:</p> <ul style="list-style-type: none"> <li>* Carl Perkins (\$260,000)</li> <li>* California Partnership Academies (\$300,000)</li> <li>* Agriculture Incentive Grant (\$7,074)</li> <li>* CTE Incentive (\$500,000)</li> <li>* College Readiness (\$0)</li> </ul> <p>-----</p> <p><b>Title I</b></p> <ul style="list-style-type: none"> <li>* Alternative Support - Early Intervention Teacher at 14 Elementary sites (\$0 N/A)</li> <li>* Site Intervention Teachers (Read 180/Math 180) at 21 sites (\$0 N/A)</li> <li>* Supplemental Instructional materials including Read 180 Consumables (\$52,085)</li> <li>* District Technology Intervention TOSA position was eliminated (\$0)</li> <li>* Preschool Teachers (\$833,360)</li> <li>* AVID Membership Fee (\$72,919)</li> <li>* AVID Site Coordinator Stipends - Elementary (\$91,929)</li> <li>* 1 College &amp; Career Coordinator (100%) (\$180,909)</li> </ul>
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		<p>* PROPOSED: 2 Instructional Specialists - Special Ed (\$260,425)</p> <hr/> <p><b>Indian Education Formula Grant (\$16,917)</b></p> <hr/> <p><b>Title IV</b></p> <p>* College &amp; Career Planning Platform (\$26,043)</p> <p>* Testing Costs, Extra services, AP support (\$86,778)</p> <p>* PROPOSED: 1 Music Teacher at West Shores High school (100%) (\$102,087)</p>
	<hr/> <p><b>Indian Education Formula Grant (\$16,067)</b></p>	

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11,641,849	\$31,457,057	\$32,893,773
Source	LCFF Supplemental/Concentration 0761	LCFF Supplemental/Concentration 0761	LCFF Supplemental/Concentration 0761
Budget Reference	1000-3999 \$8,664,345 5000-5999 \$2,145,722 7000-7999 \$681,782 8000-8999 \$150,000	1000-3999: Salaries and Benefits - \$20,036,939 5000-5999: Services and Other Operating Expenditures - \$10,570,923 7000-7999: Other Outgo - \$698,895 8000-8999: Contribution - \$150,300	1000-3999: Salaries and Benefits - \$21,243,193 5000-5999: Services and Other Operating Expenditures - \$10,219,085 7000-7999: Indirect Costs - \$1,281,495 8000-8999: Contribution - \$150,000

Amount	\$5,711,829	\$570,429	\$ 1,491,627
Source	Title I 3010	Title I 3010	Title I 3010
Budget Reference	1000-3999 \$5,562,819 4000-4999 \$150,010	1000-3999: Salaries and Benefits - \$320,429 4000-4999: Books and Supplies - \$250,000	1000-3999: Salaries and Benefits - \$1,311,916 4000-4999: Books and Supplies - \$50,000 5000-5999: Services and Other Operating Expenditures - \$70,000 7000-7999: Indirect Costs - \$59,711
Amount		\$216,739	\$260,000
Source		Carl Perkins 3550	Carl Perkins 3550
Budget Reference			1000-3999: Salaries and Benefits - \$39,438 4000-4999: Books and Supplies - \$60,119 5000-5999: Services and Other Operating Expenditures - \$150,035 7000-7999: Indirect Costs - \$10,408
Amount		\$1,395,036	\$500,000
Source		CTE Incentive Grant 6387	CTE Incentive Grant 6387
Budget Reference			1000-3999: Salaries and Benefits - \$272,742 4000-4999: Books and Supplies - \$123,089 5000-5999: Services and Other Operating Expenditures - \$84,154 7000-7999: Indirect Costs - \$20,015

Amount		\$300,600	\$300,000
Source		California Partnership Academies and 6385	California Partnership Academies and 6385
Budget Reference			1000-3999: Salaries and Benefits - \$119,567 4000-4999: Books and Supplies - \$49,464 5000-5999: Services and Other Operating Expenditures - \$125,020 7000-7999: Indirect Costs - \$5,949
Amount		\$14,179	\$7,074
Source		Agriculture Incentive Grant 7010	Agriculture Incentive Grant 7010
Budget Reference			4000-4999: Books and Supplies - \$4,000 5000-5999: Services and Other Operating Expenditures - \$3,074
Amount		\$380,807	\$0
Source		College Readiness Block Grant 7338	College Readiness Block Grant 7338
Budget Reference			1000-7999:\$0
Amount		\$16,067	\$16,917
Source		Indian Education Formula Grant 4510	Indian Education Formula Grant 4510
Budget Reference		1000-3999: Salaries and Benefits - \$15,067 4000-4999: Books and Supplies - \$1,000	1000-3999: Salaries and Benefits - \$15,239 4000-4999: Books and Supplies - \$1,000 7000-7999: Indirect Costs - \$678

Amount			\$214,907
Source			Title IV - 4127
Budget Reference			1000-3999: Salaries and Benefits - \$131,304 4000-4999: Books and Supplies - \$75,000 7000-7999: Indirect Costs - \$8,603

#### Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

##### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

##### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

##### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

##### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

##### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

#### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

SITE SUPPORT FOR LOW INCOME, FOSTER, and ENGLISH LEARNER STUDENTS

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

SITE SUPPORT FOR LOW INCOME, FOSTER, and ENGLISH LEARNER STUDENTS

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

SITE SUPPORT FOR LOW INCOME, FOSTER, and ENGLISH LEARNER STUDENTS



Allocation of LCFF and Title I funds to school sites in order to:

- \* Provide additional services to meet the needs of unduplicated students including English learners, low income, migrant, and foster youth in alignment with the LCAP
- \* Support site implementation of programs for all students to prepare them for College, Careers and Citizenship.

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#### **LCFF Supplemental/Concentration**

- \* Site Allocations to support Implementation of programs (\$752,130)

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#### **Title I**

- \* Site allocations to support Title I programs (\$752,018)

Allocation of LCFF and Title I funds to school sites in order to:

- \* Provide additional services to meet the needs of unduplicated students including English learners, low income, migrant, and foster youth in alignment with the LCAP
- \* Support site implementation of programs for all students to prepare them for College, Careers and Citizenship.

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#### **LCFF Supplemental/Concentration**

- \* Site Allocations to support Implementation of programs (\$752,130)
- \* District support for LCFF S/C program implementation and monitoring
  - 1) State & Federal Projects Director (50%) (\$106,535)
  - 2) State & Federal Projects Secretary (15%) (\$14,720)
  - 3) State & Federal Projects Budget Specialist (50%) (\$56,492)

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#### **Title I**

- \* Site allocations to support Title I programs (\$812,898)

Allocation of LCFF and Title I funds to school sites in order to:

- \* Provide additional services to meet the needs of unduplicated students including English learners, low income, migrant, and foster youth in alignment with the LCAP
- \* Support site implementation of programs for all students to prepare them for College, Careers and Citizenship.

New: Allocation of ESSA Comprehensive Support & Improvement (CSI) funds to La Familia High School and Bobby Duke Middle School to improve student outcomes.

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#### **LCFF Supplemental/Concentration**

- \* Site Allocations to support Implementation of programs (\$783,494)
- \* District support for LCFF S/C program implementation and monitoring
  - State & Federal Projects Director (50%) (\$111,486)
  - State & Federal Projects Administrative Specialist (15%) (\$16,043)
  - State & Federal Projects Budget Specialist (50%) (\$59,797)

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#### **Title I**

- \* Site allocations to support Title I programs (\$846,796)
- \* District support for Title I program implementation and monitoring

\* District support for Title I program implementation and monitoring (\$930,418)

\* District support for Title I program implementation and monitoring

- State & Federal Projects Director (50%) (\$106,811)
- State & Federal Projects Coordinator (100%) (\$170,993)
- State & Federal Projects Secretary (85%) (\$83,613)
- State & Federal Projects Budget Specialist (50%) (\$56,492)
- other administrative expenses (\$65,140)

- State & Federal Projects Director (50%) (\$111,486)
- State & Federal Projects Coordinator (100%) (\$178,469)
- State & Federal Projects Administrative Specialist (85%) (\$90,912)
- State & Federal Projects Budget Specialist (50%) (\$59,797)
- other administrative expenses (\$0)

ESSA Comprehensive Support & Improvement (CSI)

\* Site allocations to support CSI schools: La Familia High School and Bobby Duke Middle School (\$344,884)

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$376,299	\$929,877	\$783,494
Source	LCFF Supplemental/Concentration 0701	LCFF Supplemental/Concentration 0701	LCFF Supplemental/Concentration 0701
Budget Reference	1000-6999 \$376,299	1000-6999: Site Expenses - \$752,130 1000-3999: Salaries & Benefits - \$177,747	1000-6999: Site Expenses - \$752,130 7000-7999: Indirect Costs - \$31,364
Amount	\$1,676,641	\$1,295,947	\$187,326
Source	Title I 3010	Title I 3010	LCFF Supplemental/Concentration 0761
Budget Reference	1000-6999: \$746,223 1000-6999 \$930,418	1000-6999: Site Expenditures - \$812,898 1000-3999: District Salaries and Benefits - \$417,909 5000-5999: District Services and Other Operating Expenditures - \$65,140	1000-3999: Salaries & Benefits - \$179,827 7000-7999: Indirect Costs - \$7,499

Amount			\$1,287,460
Source			Title I 3010
Budget Reference			000-6999: Site Expenditures - \$846,796 1000-3999: District Salaries and Benefits - \$440,664 5000-5999: District Services and Other Operating Expenditures - \$0 7000-7999: Indirect Costs - \$51,538
Amount			\$344,884
Source			Comprehensive Support & Improvement - 3182
Budget Reference			1000-6999: Site Expenses - \$331,078 7000-7999: Indirect Costs - \$13,806

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 2

Improve conditions of learning in a fiscally solvent and operationally efficient manner.

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

### Identified Need:

We did not have 100% appropriately assigned and fully credentialed teachers, due to one unfilled position. The district needs to monitor and ensure that 100% of teachers continues to meet the highly qualified teacher assignment status.

Currently, the district has a 100% textbook sufficiency rating. The district needs to monitor and ensure students continue to have sufficient access to standards-aligned instructional materials to maintain a 100% textbook sufficiency rating.

Currently, the goal to increase Williams Compliance Monitoring Facilities Inspection Tool (FIT) report on Restrooms and Overall School Rating Good and Exemplary for ALL schools was not met. The district needs to work closely with the sites to ensure all facilities are regularly monitored and maintained.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Appropriately Assigned Teachers	A. 100% of teachers meet the Highly-Qualified Teacher assignment status.	A. 2017-18 goal is to have 100% of teachers meet the Highly-Qualified Teacher assignment status.	A. 2018-19 goal is to have 100% of teachers appropriately assigned and fully credentialed.	A. 2019-20 goal is to have 100% of teachers appropriately assigned and fully credentialed.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Access to Curriculum-Aligned Instructional Materials	B. Williams Report: 100% Textbook Sufficiency - every pupil in the school district has sufficient access to the standards-aligned instructional materials.	B. 2017-18 goal is to maintain the 100% Textbook Sufficiency - every pupil in the school district has sufficient access to the standards-aligned instructional materials based on Williams Report.	B. 2018-19 goal is to maintain the 100% Textbook Sufficiency - every pupil in the school district has sufficient access to the standards-aligned instructional materials based on Williams Report.	B. 2019-20 goal is to maintain the 100% Textbook Sufficiency - every pupil in the school district has sufficient access to the standards-aligned instructional materials based on Williams Report.
Safe, Clean and Functional School Facilities	Williams Compliance Monitoring: Facilities Inspection Tool (FIT) report on Restrooms and Overall School Rating: rated Good and Exemplary for all but two schools in the district. The Facilities Inspection Tool (FIT) Overall School Rating was exemplary with a rating of 93.89%. Overall Restroom Category also rated Exemplary with 93.89%.	The 2017-18 goal is to increase Williams Compliance Monitoring: Facilities Inspection Tool (FIT) report on Restrooms and Overall School Rating Good and Exemplary for ALL schools.  2017-18 Facilities Inspection Tool (FIT) Overall School Rating goal is to increase from 93.89% Good to 95% Exemplary. The overall Restroom Category goal is to remain Good and Exemplary with a minimum of 93.89%.	2018-19 Facilities Inspection Tool (FIT) Overall School Rating goal is to remain Good with a minimum of 95%. The overall Restroom Category goal is to remain Good with a minimum of 90%.	2019-20 Facilities Inspection Tool (FIT) Overall School Rating goal is to remain Good with a minimum of 95%. The overall Restroom Category goal is to remain Good with a minimum of 90%.

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

**APPROPRIATELY ASSIGNED TEACHERS**

CVUSD will continue to support the following actions and services to recruit, retain and support highly qualified teachers:

- 1) Peer Assistance and Review (PAR)
- 2) Beginning Teacher Support & Assessment Induction Program (BTSA)
- 3) Special Education Teacher Incentive
- 4) Teacher Attendance Incentive
- 5) Professional Development

**2018-19 Actions/Services**

**APPROPRIATELY ASSIGNED TEACHERS**

CVUSD will continue to support the following actions and services to recruit, retain and support appropriately assigned and fully credentialed teachers:

- 1) Peer Assistance and Review (PAR)
- 2) Beginning Teacher Support & Assessment Induction Program (BTSA)
- 3) Special Education Teacher Incentive
- 4) Teacher Attendance Incentive
- 5) Professional Development

**2019-20 Actions/Services**

**APPROPRIATELY ASSIGNED TEACHERS**

CVUSD will continue to support the following actions and services to recruit, retain and support appropriately assigned and fully credentialed teachers:

- 1) Peer Assistance and Review (PAR)
- 2) Beginning Teacher Support & Assessment Induction Program (BTSA)
- 3) Special Education Teacher Incentive
- 4) Teacher Attendance Incentive
- 5) Professional Development

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**LCFF Supplemental/Concentration**

- \* 1 PAR/BTSA Teacher on Special Assignment (\$149,229)
- \* 1 Recruitment Specialist (\$82,776)

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**Title II**

- \* PAR Council and substitutes (\$14,000)
- \* Special Ed Stipend (\$130,000)
- \* RCOE Program Facilitation Fee (60 teachers) (\$96,000)
- \* Perfect Attendance Stipend (\$150,000)
- \* 1 PAR/BTSA Teacher on Special Assignment (\$160,000)

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**Educator Effectiveness**

- \* 1 PAR/BTSA Teacher on Special Assignment (\$149,229)

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**LCFF Supplemental/Concentration**

- \* 2 PAR/BTSA Teacher on Special Assignment (\$0) N/A Funding was changed to Title II
- \* 1 Recruitment Specialist (\$102,126)
- \* Stipend for BCLAD teachers assigned to a dual language classroom (\$91,467)

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**Title II**

- \* 3 PAR/BTSA Teacher on Special Assignment (\$466,348)
- \* PAR Council and substitutes (\$14,000)
- \* Special Ed Stipend (\$140,000)
- \* RCOE Program Facilitation Fee (60 teachers) (\$96,000)
- \* Perfect Attendance Stipend (\$150,000)
- \* Director of Human Resources (50%) (\$108,305)

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**Educator Effectiveness**

- \* 1 PAR/BTSA Teacher on Special Assignment (\$0) N/A Funding was changed to Title II

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**LCFF Supplemental/Concentration**

- \* 2 PAR/BTSA Teacher on Special Assignment (\$0) N/A Funding was changed to Title II
- \* 1 Recruitment Specialist (\$113,140)
- \* Stipend for BCLAD teachers assigned to a dual language classroom (\$102,174)

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**Title II**

- \* 3 PAR/BTSA Teacher on Special Assignment (\$490,489)
- \* PAR Council and substitutes (\$14,584)
- \* Special Ed Stipend (\$150,467)
- \* RCOE Program Facilitation Fee (60 teachers) (\$96,000)
- \* Perfect Attendance Stipend (\$114,155)
- \* Director of Human Resources (50%) (\$113,471)

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**Educator Effectiveness**

- \* 1 PAR/BTSA Teacher on Special Assignment (\$0) N/A Funding was changed to Title II

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$231,995	\$193,593	\$215,314
Source	LCFF Supplemental/Concentration 0701	LCFF Supplemental/Concentration 0701	LCFF Supplemental/Concentration 0760
Budget Reference	1000-3999 \$231,995	1000-3999: Salaries and Benefits - \$193,593	1000-3999: Salaries and Benefits - \$206,695 7000-7999: Indirect Costs - \$8,619
Amount	\$550,000	\$974,653	\$979,166
Source	Title II 4035	Title II 4035	Title II 4035
Budget Reference	1000-3999 \$294,000 (note: should have been \$454,000) 5000-5999 \$96,000	1000-3999: Salaries and Benefits - \$878,653 5000-5999: Services and Other Operating Expenditures - \$96,000'	1000-3999: Salaries and Benefits - \$847,812 5000-5999: Services and Other Operating Expenditures - \$96,000 7000-7999: Indirect Costs - \$35,354



# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

## Goal 3

Increase engagement and collaboration among students, parents, staff, and community members.

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                             Priority 5: Pupil Engagement (Engagement)  
                             Priority 6: School Climate (Engagement)

Local Priorities:

### Identified Need:

Priority 3: Parent Involvement (Engagement)

After collecting 1,812 surveys from parents of 5th, 7th, 9th, and 11th grade students, the following needs were recognized:

Parents would like to receive information regarding the following areas: Bullying prevention (41%), University Readiness (27%) and Safe Communities (23%).

Parents would like to participate in workshops to help their children improve in the area of behavior for the following topics: Motivating children (50%) and Discipline (41%).

Parents would like to participate in workshops to help their children improve in general for the following topics: Positive parenting (30%), Conflict resolution (21%) and parent portal access (18%).

Priority 5: Pupil Engagement

Chronic Absenteeism

According to the California Department of Education, students are determined to be chronically absent if they "were enrolled for a total of 30 days or more during the academic year and they were absent for 10% or more of the days they were expected to attend" (Data Reporting Office, California Department of Education, 2018).

The last reporting year for Chronic Absenteeism for the state was from the 2016-17 school year.

- In 2016-17, Coachella Valley Unified School district had a Chronic Absentee Rate of 15.8%. This rate was 4% greater than the Riverside County average, and 5% higher than the state average.
- The national chronic absenteeism rate, based on the Civil Rights Data Collection (CRDC) from 2013-14, is 14%. Nationally, for high school students, the chronic absenteeism rate is 20% (United States Department of Education Chronic Absenteeism in the Nation's Schools <https://ed.gov/datastory/chronicabsenteeism.html#intro> - based on 2013-14 Civil Rights Data Collection - data issued on June 7, 2016).
- In CVUSD the schools with the highest rates of absenteeism were:

La Familia High School (LFHS) with 52.9%

Bobby Duke Middle School with 18.6% - 140 out of 752 students

Sea View with 20.9% - 134 out of 642 students

\* Within the district, high school absenteeism rates were significantly higher (5-11% more than the district rate) and the continuation school (La Familia High School) was 37% higher than the district rate.

#### Priority 6: School Climate

On the California Dashboard for Fall 2017, the CVUSD Suspension rate is High at 5.4%, with an Increase of 0.6%. The following schools are in the medium to very high range on the Fall 2017 California Dashboard:

- Student Performance Color: Yellow & Status: Medium: Westside, Peter Pendleton, Bobby Duke, and Toro Canyon
- Student Performance: Orange & Status: High: District, Saul Martinez (SM), Cahuilla Desert Academy, Coachella Valley High School, Desert Mirage High School, and Oasis
- Student Performance: Red & Status: Very High: Palm View, West Shores High School, Mecca

The CVUSD suspension rate of 5.5%, exceeds the Riverside County rate of 4.1%, and the state of California suspension rate of 3.6%. The suspension rate for the following student groups increased significantly:

- Foster youth - Student Performance Color: Red, Status: Very High- 5.1, Change: Increased from 8.9% to 14.0% (18 out of 129 students)
- American Indian - Student Performance Color: Red, Status: Very High- 2.3, Change: Increased from 12.0% to 14.3% (14 out of 98 students)
- Two or more races - Status: Very High (no performance color due to small group size) - Change: Increased 3.1% from 8.7% to 11.8% (4 out of 34 students)

The suspension rates for the following student groups increased:

- All students (19,452 students) - Student Performance Color: Orange, Status: High, Change: Increased 0.6% from 4.8% to 5.4%

- Socioeconomically Disadvantaged students (18,288 students) - Student Performance Color: Orange, Status: High, Change: Increased 0.6% from 4.9% to 5.5%
- Hispanic students (18,963 students) - Student Performance Color: Orange, Status: High Change: Increased 0.6% from 4.7% to 5.3%

The suspension rate for American Indian and Two or More Race student groups was triple the district rate and the rate for all other student groups. However, the actual students included in those two student groups make up 0.6% (132 students) of the district student population.

According to the 2016-2017 Total Offenses Coachella Valley Unified School District Report there were:

- 432 counts of "Used Force or Violence,"
- 174 counts of "Possession, Sale, Furnishing a controlled substance, Alcohol, Intoxicated,"
- 235 counts of "Obscene Acts, Profanity and Vulgarity"
- 597 counts of "Disruption, Defiance
- 299 counts of "Caused Physical Injury."

The following schools had higher percentages of defiance related suspensions:

- Coachella Valley High School-37%, 54 out of 301 suspensions
- Palm View-31%, 18 out of 76 suspensions
- Toro Canyon-20%, 78 out of 257 suspensions
- West Shores High School- 23%, 15 out of 63 suspensions

60% of suspensions (1,045 out of 1,754 incidents) districtwide were for violent incidents (39% with injury and 21% non-injury).

Districtwide School Climate Survey - completed by 275 students:

- 64% feel safe in classrooms
- 65% believe students are safe at their school
- 30% feel that students are intentionally trying to hurt other students
- 55% believe students respect their teachers
- 56% believe that school administrators promote success for all students
- 46% believe that schools consistently enforced the code of student conduct
- 65% of students believe that parents know what is expected of their child at school
- 53% believe that school administrators are aware of what goes on in classrooms

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Engagement 1) CVUSD will use the proposed Option 1: Survey from CA Dashboard (LEA	1) CVUSD will use the proposed Option 1: Survey from CA Dashboard (LEA administers a local survey	Seeking input from parents Survey: Revisit and rewrite Local parents/guardians	Seeking input from parents Survey: Continue to refine the survey to collect and	Seeking input from parents Survey: Continue to refine the survey to collect and

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>administers a local survey to parents/guardians in at least one grade within each grade span):</p> <p>2) Seeking input from parents in decision making:</p> <p>3) Promoting Parental Participation:</p>	<p>to parents/guardians in at least one grade within each grade span): There was a parent survey administered during the year, however there was not enough parent participation as we only collected 58 surveys.</p> <p>2) Seeking input from parents in decision making:</p> <p>3) Promoting Parental Participation:</p>	<p>Engagement Survey and distribute to collect and analyze data for at least 500 surveys throughout the district in order to address their needs.</p> <p>Seeking input from parents in decision making: 18 out of 21 schools will reach quorum in at least 5 school site council meetings; at least 4 ELAC meetings; and at 17 out of the 21 schools will send at least one representative to the Superintendent's Parent Advisory Council.</p> <p>Promoting Parental Participation: At least 5 percent of our parent population (unduplicated and SWD) will attend our parenting workshops as measured by sign in sheets.</p>	<p>analyze data of the local survey for at least 500 surveys throughout the district in order to address their needs.</p> <p>Seeking input from parents in decision making: 20 out of 21 schools will reach quorum in at least 5 school site council; in at least 4 ELAC meetings; and 19 out of the 21 schools will send at least one representative to the District Parent Advisory Council.</p> <p>Promoting Parental Participation: At least 10 percent of our parent population (unduplicated and SWD) will attend our parenting workshops as measured by sign in sheets.</p>	<p>analyze data of the local survey for at least 500 parents throughout the district in order to address their needs.</p> <p>Seeking input from parents in decision making: 20 out of 21 schools will reach quorum in at least 5 school site council; in at least 4 ELAC meetings; and 20 out of the 21 schools will send at least one representative to the District Parent Advisory Council.</p> <p>Promoting Parental Participation: At least 15 percent of our parent population (unduplicated and SWD) will attend our parenting workshops as measured by sign in sheets.</p>
<p>A. School Attendance</p> <p>B. Chronic Absenteeism</p> <p>C. Middle School Dropout Rate:</p> <p>D. High School Dropout Rate</p> <p>E. High School Graduation Rate</p>	<p>A. School Attendance- 95.13%</p> <p>B. Chronic Absenteeism- 13.4%</p> <p>C. Middle School Dropout Rate- 6 students total</p> <p>D. High School Dropout Rate- 48 students total</p>	<p>A. 2017-18 School Attendance rate goal is to increase 1%; 96.13%</p> <p>B. 2017-18 Chronic Absenteeism goal is to decrease 2%; 11.4% total</p>	<p>A. 2018-19 School Attendance rate goal is to maintain or increase to 97%</p> <p>B. 2018-19 Chronic Absenteeism goal is to decrease 2%; 9.4% total</p>	<p>A. *Note: Goals for 2019-20 might change once the 2018-19 outcome data is released. 2019-20 School Attendance rate goal is to maintain or increase to 98%</p> <p>B. *Note: Goals for 2019-20 might change once the 2018-19 outcome data is released. 2019-20 Chronic</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	E. High School Graduation Rate - 86.2%: Green: status 86.2, change +4.4	<p>C. 2017-18 Middle School Dropout Rate goal is to decrease by 17%, -1 student; 5 students total</p> <p>D. 2017-18 High School Dropout Rate goal is to decrease 10%, 5 students; 43 students total</p> <p>E. 2017-18 High School Graduation Rate goal is to increase by 2%; to 88.2%</p>	<p>C. 2018-19 Middle School Dropout Rate goal is to decrease by 20% - 1 student; 4 students total</p> <p>D. 2018-19 High School Dropout Rate goal is to decrease 10%, 4 students; 39 students total</p> <p>E. 2018-19 High School Graduation Rate goal is to increase by 1.8%; to 90%</p>	<p>Absenteeism goal is to decrease 2%; 7.4% total</p> <p>C. *Note: Goals for 2019-20 might change once the 2018-19 outcome data is released. 2019-20 Middle School Dropout Rate goal is to decrease by 25%, -1 student; 3 students total</p> <p>D. *Note: Goals for 2019-20 might change once the 2018-19 outcome data is released. 2019-20 High School Dropout Rate goal is to decrease 10%, 4 students; 35 students total</p> <p>E. *Note: Goals for 2019-20 might change once the 2018-19 outcome data is released. 2019-20 High School Graduation Rate goal is to increase by 1%; to 91%</p>
<p>School Climate</p> <p>A. Pupil suspension rate</p> <p>B. Pupil expulsion rate</p> <p>C. California Healthy Kids School Survey: Administered to students, parents and teachers</p>	<p>A. Pupil suspension rate:</p> <p>All Students: 4.1%</p> <p>American Indian: 8.9%</p> <p>Black/African American: 16.7%</p> <p>Hispanic: 3.9%</p> <p>White: 6.6%</p> <p>2 or more races: 11.1%</p> <p>Economically Disadvantaged: 4.1%</p> <p>Students with Disabilities: 10.0%</p>	<p>A. Pupil suspension rate:</p> <p>All Students: 3.6%</p> <p>American Indian: 6.9%</p> <p>Black/African American: 12.7%</p> <p>Hispanic: 3.4%</p> <p>White: 5.6%</p> <p>2 or more races: 10.6%</p> <p>Economically Disadvantaged: 3.6%</p> <p>Students with Disabilities: 9.0%</p> <p>English Learners: 3.3%</p>	<p>A. Pupil suspension rate: 3</p> <p>All Students: 3.1%</p> <p>American Indian: 4.9%</p> <p>Black/African American: 8.7%</p> <p>Hispanic: 2.9%</p> <p>White: 4.6%</p> <p>2 or more races: 10.1.1%</p> <p>Economically Disadvantaged: 3.1%</p> <p>Students with Disabilities: 8.0%</p>	<p>A.*Note: Goals for 2019-20 might change once the 2018-19 outcome data is released.</p> <p>Pupil suspension rate:</p> <p>All Students: 2.6%</p> <p>American Indian: 2.9%</p> <p>Black/African American: 6.7%</p> <p>Hispanic: 2.4%</p> <p>White: 3.6%</p> <p>2 or more races: 9.6%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>English Learners: 3.8%</p> <p>B. Pupil expulsion rate: 0.15%</p> <p>C. A modified version of the CHKS School Climate Survey was administered to students, parents and teachers, and implemented in May, 2017. The results of the Local School Climate will serve as a baseline, which will be monitored by the CHKS in October, 2017 and the following two years.</p> <p>The baseline results are:</p> <p>Q1. Feel safe at school: Strongly Agree/Agree: 73.26% Neutral/Disagree/Strongly Disagree: 26.74%</p> <p>Q2. Feel safe at classrooms: Strongly Agree/Agree: 84.43%</p>	<p>B. Pupil expulsion rate: 0.13%</p> <p>C. 2017-18 goal is to administer the California Healthy School Survey to all students, parents and teachers in grades 5, 7, 9 and 11. Following the administration, we will analyze the survey by overall and subgroups for the purpose of school safety and connectedness.</p> <p>Based on the CHKS - the following goals are set for school safety and connectedness (as measured by 5th, 7th, 9th, and 11th grade students:</p>	<p>English Learners: 2.8%</p> <p>B. Pupil expulsion rate: 0.12%</p> <p>C. 2018-19 goal is to administer the California Healthy School Survey to all students, parents and teachers in grades 5, 7, 9 and 11. Following the administration, we will analyze the survey by overall and subgroups for the purpose of school safety and connectedness.</p> <p>Based on the CHKS - the following goals are set for school safety and connectedness (as measured by 5th, 7th, 9th, and 11th grade students:</p> <p>Based on the 2018 CHKS data (which had a significant increase in the number of respondents over the modified CHKS in 2017 survey), goals have</p>	<p>Economically Disadvantaged: 2.6% Students with Disabilities: 7.0% English Learners: 2.3%</p> <p>B. *Note: Goals for 2019-20 might change once the 2018-19 outcome data is released. Pupil expulsion rate: 0.11%</p> <p>C. *Note: Goals for 2019-20 might change once the 2018-19 outcome data is released. 2019-20 goal is to administer the California Healthy School Survey to all students, parents and teachers in grades 5, 7, 9 and 11. Following the administration, we will analyze the survey by overall and subgroups for the purpose of school safety and connectedness.</p> <p>Based on the CHKS - the following goals are set for school safety and connectedness (as measured by 5th, 7th, 9th, and 11th grade students:</p> <p>Based on the 2018 CHKS data (which had a significant increase in the number of respondents</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Neutral/Disagree/Strongly Disagree: 15.56%		been reestablished as follows:	over the modified CHKS in 2017 survey), goals have been reestablished as follows:
Q3. Students at school are well-behaved:				
Strongly Agree/Agree: 33.11%		*School connectedness: 5th- 67%, 7th -70%, 9th - 50%, 11th -50%	*School connectedness: 5th- 67 %, 7th -32%, 9th - 20%, 11th - 18%	*School connectedness: 5th- 67%, 7th - 45%, 9th - 56%, 11th -56%
Neutral/Disagree/Strongly Disagree: 66.88%		*Academic motivation: 5th -50%, 7th- 50%, 9th - 35%, 11th - 35%	*Academic motivation: 5th 50%, 7th- 45% 9th - 35%, 11th - 34%	*Academic motivation: 5th -50%, 7th - 55%, 9th - 43%, 11th - 40%
Q4. Adults at the schools treat students with respect:				
Strongly Agree/Agree: 71.15%		*Caring adult relationships: 5th - 65%, 7th - 42%, 9th - 28%, 11th - 28%	*Caring adult relationships: 5th - 65%, 7th - 40%, 9th - 30 %, 11th - 30%	*Caring adult relationships: 5th - 65%, 7th - 50%, 9th - 35 %, 11th - 40%
Neutral/Disagree/Strongly Disagree: 28.84%		*Meaningful participation: 5th - 35%, 7th - 22%, 9th - 15%, 11th - 12%	*Meaningful participation: 5th - 35%, 7th - 22%, 9th - 15 %, 11th - 15%	*Meaningful participation: 5th - 43%, 7th - 30%, 9th - 25 %, 11th - 20%
Q5. Teacher at the schools build strong relationships with students: Strongly Agree/Agree: 65.27%		*School perceived as safe: 5th - 85%, 7th - 83%, 9th - 63%, 11th - 60%	*School perceived as safe: 5th - 85%, 7th - 60%, 9th - 55%, 11th - 52%	*School perceived as safe: 5th - 85%, 7th - 75%, 9th - 65%, 11th - 62%
Neutral/Disagree/Strongly Disagree: 34.73%		*Experienced harassment/bullying: 5th - 45%, 7th - 20%, 9th - 20%, 11th -25%	*Experienced harassment/bullying: 5th - 45%, 7th - 20%, 9th - 18%, 11th -18%	*Experienced harassment/bullying: 5th - 20%, 7th - 15%, 9th - 13%, 11th -10%
Q6. Student respect their teachers: Strongly Agree/Agree: 48.69%		*Experienced chronic sadness/hopelessness: 5th - 25%, 7th - 20%, 9 <sup>th</sup> - 25%, 11th - 25%	*Experienced chronic sadness/hopelessness: 5th - 25%, 7th - 20%, 9 <sup>th</sup> - 20%, 11th - 28%	*Experienced chronic sadness/hopelessness: 5th - 25%, 7th - 15%, 9th - 15%, 11th - 18%
Neutral/Disagree/Strongly Disagree: 51.31%			* Facilities upkeep: 5th – 10%, 7th - 6%, 9th – 4%, 11th - 4%	
Q7. Feel safe at school Teacher utilize other means of correction: Strongly Agree/Agree: 65.27%				
Neutral/Disagree/Strongly Disagree: 34.73%				



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Q8. School administrators promote the success of all students: Strongly Agree/Agree: 67.84% Neutral/Disagree/Strongly Disagree: 32.16%</p>		<p>* Experienced any harassment or bullying: 5th – 20%, 7th - 27%, 9th – 24%, 11th - 26%</p> <p>* Had mean rumors or lies spread about you: 5th – 25%, 7th - 33%, 9th – 28%, 11th - 33%</p> <p>* Current alcohol or drug use: 5th – 0%, 7th - 10%, 9th – 15%, 11th - 26%</p>	<p>* Facilities upkeep: 5th – 10%, 7th - 12%, 9th – 10%, 11th - 10%</p> <p>* Experienced any harassment or bullying: 5th – 20%, 7th - 20%, 9th – 17%, 11th - 18%</p> <p>* Had mean rumors or lies spread about you: 5th – 25%, 7th - 24%, 9th – 20%, 11th - 24%</p> <p>* Current alcohol or drug use: 5th – 0%, 7th - 5%, 9th – 7%, 11th - 13%</p> <p>*Note: A new climate survey was introduced this year, Panorama. Panorama is a survey and data collection platform that supports school districts in collecting valid and reliable feedback around school climate and culture, engagement and social emotional learning. This year was our pilot year, therefore we surveyed students in the expanded learning programs after school; 188 elementary students in grades 3-6 and 441 responses in all secondary grades, 7-12. We</p>



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				<p>attempted to survey all of our teachers and families.</p> <p>Goals: Participation to increase at least 10 percent in all groups: +19 Elementary Students, +44 secondary students, +59 teachers, and +37 families.</p> <p>Given that the least amount of favorable responses were given to safety, our goal is to improve our sense of safety for all groups: 5% for a total of 64% elementary, 5% for a total of 62% secondary, 3% for a total of 71% teachers, and 1% for a total of 93% families.</p> <p>Student's perception of self is also an area we would like to improve, particularly self-efficacy for both student groups, elementary and secondary. Our goal is to improve students' self efficacy favorable responses by 5%: 70% elementary and 57% secondary.</p>

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

### 2017-18 Actions/Services

#### ENGAGE PARENTS

1) Seeking input from Parents Survey: revisit, rewrite, distribute and collect/analyze data of the local survey.

2) Seeking input from parents in decision making: Provide parent workshops/training to at least 200 parents throughout the district on the importance and function of school and district committees.

### 2018-19 Actions/Services

#### ENGAGE PARENTS

1) Seeking input from parents Survey: Continue to refine and administer the survey in order to collect and analyze survey data.

2) Seeking input from parents in decision making: Provide parent workshops/training to at least 200 parents throughout the district, on various topics related to parents supporting their child's academic success.

### 2019-20 Actions/Services

#### ENGAGE PARENTS

1) Seeking input from parents Survey: Continue to refine and administer the survey in order to collect and analyze survey data.

2) Seeking input from parents in decision making: Provide parent workshops/training to at least 200 parents throughout the district, on various topics related to parents supporting their child's academic success.

3)Promoting Parental Participation:

\*At least 8 Parenting Partners workshops for each school site for leadership development.

\*Parent Centers for 16 sites

\* 1 Parent Liaison at each school site

\* Family Involvement Action Team (FIAT) at each school site

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**LCFF Supplemental/Concentration**

\* Continue to fund 3 existing translators (\$274,441)

\* Fund extra services for Purepecha/Oaxacan interpreting services (\$14,327)

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**Title I**

3) Promoting Parental Participation:

\*At least 3,000 parents attend workshops

\*Parent Centers for 19 sites

\* 1 Parent Liaison at each school site

\* Family Involvement Action Team (FIAT) at each school site

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**LCFF Supplemental/Concentration**

\* Fund 2 existing translators (\$199,352)

\* Fund extra services for Purepecha/Oaxacan interpreting services (\$0) N/A

\* Fund 4 Bilingual Psychologist Technicians (\$339,966)

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**Title I**

3) Promoting Parental Participation:

\*At least 3,000 parents attend workshops

\*Parent Centers for 19 sites

\* 1 Parent Liaison at each school site

\* Family Involvement Action Team (FIAT) at each school site - For the year 2018-2019 it was decided that the Family Involvement Action Teams would not be continued and that our parent liaisons and the Parent Leaders Always Taking Action, (PLATA) would take the lead with all parent related activities at the sites.

NEW

Create a parent support group for foster parents to support a partnership-focused role with schools in addressing the educational needs of children in foster care.

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**LCFF Supplemental/Concentration**

\* Fund 2 existing translators (100%) (\$215,142)

\* Fund extra services for Purepecha/Oaxacan interpreting services (\$0) N/A

\* Fund 5 Bilingual Psychologist Technicians (100%) (\$454,072)

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**Title I**

<p>* Parent Engagement Support Staff (\$300,402)</p> <p>* Parent Center Liaisons (\$315,000)</p> <p>* Parent Engagement Activities (\$100,000)</p> <p>* FIAT Stipends (\$63,334)</p>	<p>* Parent Engagement Support Staff</p> <ul style="list-style-type: none"> <li>• Parent/Community Engagement Coordinator (100%) (\$172,970)</li> <li>• Parent Liaison Supervisor (100%) (\$114,940)</li> <li>• Parent Engagement/Migrant Ed Administrative Specialists (50%) (\$48,336)</li> </ul> <p>* Parent Center Liaisons (\$315,000)</p> <p>* Parent Engagement Activities (\$150,000)</p> <p>* FIAT Stipends (\$0) N/A This stipend is no longer funded.</p>	<p>* Parent Engagement Support Staff</p> <ul style="list-style-type: none"> <li>- 1 Parent/Community Engagement Coordinator (100%) (\$157,726)</li> <li>- Parent Liaison Supervisor (\$0) - position eliminated</li> <li>- 1 Parent Engagement/Migrant Ed Administrative Specialists (35%) (\$34,855)</li> </ul> <p>* Parent Center Liaisons (\$319,682)</p> <p>* Parent Engagement Activities (\$52,085)</p> <p>* FIAT Stipends (\$0) N/A This stipend is no longer funded.</p>
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### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$288,768	\$539,318	\$669,214
Source	LCFF Supplemental/Concentration 0762	LCFF Supplemental/Concentration 0762	LCFF Supplemental/Concentration 0762
Budget Reference	2000-3999 \$288,768	2000-3999: Salaries and Benefits - \$539,318	2000-3999: Salaries and Benefits - \$642,425 7000-7999: Indirect Costs - \$26,789
Amount	\$843,149	\$801,246	\$564,348
Source	Title I 3010	Title I 3010	Title I 3010
Budget Reference	1000-3999 \$761,613 4000-4999 \$73,536 5000-5999 \$8,000	1000-3999: Salaries and Benefits - \$651,246 4000-5999: Books, Supplies, Services and Other Operating Expenditures - \$150,000	1000-3999: Salaries and Benefits - \$491,757 4000-5999: Books, Supplies, Services and Other Operating Expenditures - \$50,000 7000-7999: Indirect Costs - \$22,591

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth  
Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

### 2017-18 Actions/Services

#### ENGAGE STUDENTS

##### A. Improve school Attendance:

- Monthly Attendance reports
- Attendance guidelines addressed in Parent/Student handbook
- 24 Attendance Clerks to improve attendance
- CWA Counselor appointed for attendance

### 2018-19 Actions/Services

#### ENGAGE STUDENTS

##### A. Improve school Attendance And

##### B. Decrease chronic Absenteeism:

- Monthly Attendance reports
- Attendance guidelines addressed in Parent/Student handbook
- 24 Attendance Clerks to improve attendance
- Fund an Attendance Coordinator

### 2019-20 Actions/Services

#### ENGAGE STUDENTS

##### A. Improve school Attendance: And

##### B. Decrease chronic Absenteeism:

- Monthly Attendance reports
- Attendance guidelines addressed in Parent/Student handbook
- 17 Attendance Clerks to improve attendance
- Fund an Attendance Coordinator

B. Decrease chronic Absenteeism:

- SARB Process: Call home, home visit, truancy letters, SART, SARB, DA Mediation.
- 24 Attendance Clerks to help decrease Chronic Absenteeism
- Resources offered at SART, SARB.
- CWA Counselor appointed for attendance

C. Decrease Middle School Dropout Rate:

- Alternative Placement
- Interventions: Counseling-Latino Commission, CVYL (Coachella Valley Youth Leadership) Healing circles
- Support for Foster/Homeless Youth

D. Decrease High School Dropout Rate:

- Alternative Placement
- Interventions: Counseling-Latino Commission, CVYL (Coachella Valley Youth Leadership) Healing circles
- Support for Foster/Homeless Youth

E. Increase High School Graduation Rate:

\*Continue to fund additional counselor positions and academy advisor to maintain low counselor to student ratio.

\* Continue to provide funding for the Alternative Education Transition Specialist

- SARB Process: Call home, home visit, truancy letters, SART, SARB, DA Mediation.
- Resources offered at SART, SARB.
- After School Education and Safety (ASES) (moved from Goal 1, Action 3)

C. Decrease Middle School Dropout Rate:

D. Decrease High School Dropout Rate:

- Alternative Placement
- Interventions: contracted counseling services, youth mentorship program healing circles
- Support for Foster/Homeless Youth

E. Increase High School Graduation Rate:

\*Continue to fund additional counselor positions and academy advisor to maintain low counselor to student ratio.

\* The Alternative Education Transition Specialist position was eliminated

- SARB Process: Call home, home visit, truancy letters, SART, SARB, DA Mediation.
- Resources offered at SART, SARB.
- After School Education and Safety (ASES) (moved from Goal 1, Action 3)

C. Decrease Middle School Dropout Rate:

D. Decrease High School Dropout Rate:

- Alternative Placement
- Interventions: contracted counseling services, youth mentorship program healing circles
- Support for Foster/Homeless Youth

E. Increase High School Graduation Rate:

\*Continue to fund additional counselor positions and academy advisor to maintain low counselor to student ratio.

\* Funding for the Alternative Education Transition Specialist was eliminated

\* Ethnic Studies teachers and curriculum development

Based on the California School Dashboard, there is a performance gap in the graduation rates of ALL students (green), Students with Disabilities (orange), Homeless students (yellow), and English Learner students (yellow). CVUSD will close the performance gap by implementing the following:

\* Counselors will meet with students in grades 9-12 annually to review graduation status, A-G course completion, transcripts, educational options and risk factors, including the risk of non-completion of A-G requirements. Parents will receive notification.

\* Additionally, a counselor will notify parents and students (with signature required from both) when a change in A-G eligibility occurs.

\* All high schools will run reports of course failures after each marking period (4 times per year) and meet with each student to advise him/her on the impact of A-G eligibility and graduation, and arrange for credit recovery.

\* Maintain and expand athletic programs to provide students

with opportunities to be fully engaged leading to increased student achievement and an increased graduation rate.

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**LCFF Supplemental/Concentration**

\* Counselor salaries (\$3,000,964)

\* Alternative Ed Transition Specialist (\$83,544)

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**LCFF Supplemental/Concentration**

\* Counselor salaries (\$2,793,004)

\* Fund an Attendance Coordinator (\$171,185)

Based on the California School Dashboard, there is a performance gap in the graduation rates of ALL students (green), Students with Disabilities (orange), Homeless students (yellow), and English Learner students (yellow). CVUSD will close the performance gap by implementing the following:

\* Counselors will meet with students in grades 9-12 annually to review graduation status, A-G course completion, transcripts, educational options and risk factors, including the risk of non-completion of A-G requirements. Parents will receive notification.

\* Additionally, a counselor will notify parents and students (with signature required from both) when a change in A-G eligibility occurs.

\* All high schools will run reports of course failures after each marking period (4 times per year) and meet with each student to advise him/her on the impact of A-G eligibility and graduation, and arrange for credit recovery.

\* Maintain and expand athletic programs to provide students with opportunities to be fully engaged leading to increased student achievement and an increased graduation rate.

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**LCFF Supplemental/Concentration**

\* 14 Counselor salaries (100%) (\$2,514,188)

\* 1 Attendance Coordinator (100%) (\$181,153)

<p>* Ethnic Studies (\$969,080)</p>	<p>* Continue to fund 7 existing attendance clerks at school sites (\$516,154)</p> <p>* Alternative Ed Transition Specialist - (\$0) N/A position eliminated</p> <p>* Site Athletics Program, Budget, Coaching Stipends (\$1,984,214)</p> <p>* ASES Coordinator (\$76,024)</p> <p>* Director of Activities (\$221,787)</p> <p>* Director of Athletics (\$219,909)</p> <p>* Ethnic Studies - (\$0) N/A - has been moved to Goal 1, Action 3. It is a better fit with a broad course of study.</p> <hr/> <p><b>After School Education and Safety (ASES)</b> (\$2,871,411)</p>	<p>* 7 existing attendance clerks at school sites (\$0) - positions eliminated</p> <p>* Alternative Ed Transition Specialist - (\$0) N/A position eliminated</p> <p>* Site Athletics Program, Budget, Coaching Stipends (\$2,133,120)</p> <p>* ASES Coordinator (\$0) - funded by ASES/21st Century ASSETS program</p> <p>* 3 Director of Activities (50%) (\$236,617)</p> <p>* 3 Director of Athletics (50%) (\$239,328)</p> <p>* Ethnic Studies - (\$0) N/A - has been moved to Goal 1, Action 3. It is a better fit with a broad course of study.</p> <hr/> <p><b>After School Education and Safety (ASES)</b> (\$2,984,981)</p> <p><b>After School Education and Safety (ASES) Frontier</b> (\$30,000)</p> <p><b>21st Century Elementary/Middle School</b> (\$1,487,882)</p> <p><b>21st Century Equitable</b> (\$100,000)</p> <p><b>After School Safety and Enrichment for Teens (ASSETS) High School</b> (\$600,000)</p> <p><b>After School Safety and Enrichment for Teens (ASSETS) Equitable High School</b> (\$50,000)</p>
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## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,053,588	\$5,982,277	\$5,304,406
Source	LCFF Supplemental/Concentration 0762	LCFF Supplemental/Concentration 0762	LCFF Supplemental/Concentration 0762
Budget Reference	1000-3999: \$4,053,588	1000-3999: Salaries and Benefits - \$5,982,277	1000-3999: Salaries and Benefits - \$5,092,067 7000-7999: Indirect Costs - \$212,339
Amount		\$2,871,411	\$2,984,981
Source		After School Safety & Support (ASES) 6010	After School Safety & Support (ASES) 6010
Budget Reference		1000-3999: Salaries and Benefits - \$1,663,007 4000 - 4999: Books and Supplies - \$313,628 5000 - 5999: Services and Other Operating Expenditures - \$894,776	1000-3999: Salaries and Benefits - \$1,579,711 4000-4999: Books and Supplies - \$317,522 5000-5999: Services and Other Operating Expenditures - \$968,257 7000-7999: Indirect Costs - \$119,491
Amount			\$30,000
Source			After School Safety & Support (ASES) Frontier \$4124
Budget Reference			5000-5999: Other Operating Expenditures - \$28,800 7000-7999: Indirect Costs - \$1,200

Amount			\$1,487,882
Source			21 <sup>st</sup> Century (Elem/Middle) 6010
Budget Reference			1000-3999: Salaries and Benefits- \$794,680 4000-4999: Books and Supplies - \$182,062 5000-5999: Services and Other Operating Expenditures - \$451,579 7000-7999: Indirect Costs - \$59,561
Amount			\$100,0000
Source			21 <sup>st</sup> Century Equitable 6010
Budget Reference			4000-4999: Books & Supplies - \$10,830 5000-5999: Services and Other Operating Expenditures - \$85,167 7000-7999: Indirect Costs - \$4,003
Amount			\$600,000
Source			ASSETS High School 6010
Budget Reference			1000-3999: Salaries and Benefits- \$355,883 4000-4999: Books and Supplies - \$100,099 5000-5999: Services and Other Operating Expenditures - \$120,000 7000-7999: Indirect Costs - \$24,018
Amount			\$50,000
Source			ASSETS Equitable HS 6010
Budget Reference			5000-5999: Services and Other Operating Expenditures - \$47,998 7000-7999: Indirect Costs - \$2,002

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Foster and Homeless  
[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth  
Low Income  
[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide  
[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

#### 2017-18 Actions/Services

**CREATE A POSITIVE SCHOOL CLIMATE**

A. Decrease pupil suspension rate:

B. Decrease pupil expulsion rate: Improve school climate and provide student assistance to address social-emotional needs

\* Contract with Latino Commission to provide Social-Emotional/classroom based and crisis counseling at 21 schools 2.5 days per week.

#### 2018-19 Actions/Services

**CREATE A POSITIVE SCHOOL CLIMATE**

A. Decrease pupil suspension rate:

B. Decrease pupil expulsion rate: Improve school climate and provide student assistance to address social-emotional needs

\* Contract counseling services to provide Social-Emotional/classroom-based and crisis counseling at 21 schools

#### 2019-20 Actions/Services

**CREATE A POSITIVE SCHOOL CLIMATE**

A. Decrease pupil suspension rate:

B. Decrease pupil expulsion rate: Improve school climate and provide student assistance to address social-emotional needs

\* Contract counseling services to provide Social-Emotional/classroom-based and crisis counseling at 21 schools

\* Positive Behavior Intervention & Supports (PBIS)- 1 lead per site

\* Positive/Negative Staff to Students Data

\* Support the Implementation of the California Learning Communities for School Success Program Grant in Collaboration with the National Compadres Network and the implementation of Restorative Practices. A. Decrease pupil suspension rate: B. Decrease pupil expulsion rate: Improve school climate and provide student assistance to address social-emotional needs.

1. Contract with Latino Commission to provide Social-Emotional/classroom based and crisis counseling at 21 schools, 2.5 days per week.

\* Positive Behavior Intervention & Supports (PBIS)- 1 lead per site

\* Positive/Negative Staff to Students Data

\* Support for Foster and Homeless youth

\* Positive Behavior Intervention & Supports (PBIS) including a lead per site

\* Implementation of Restorative Justice

\* Positive/Negative Staff to Students Data

\* Support the Implementation of the California Learning Communities for School Success Program Grant and the implementation of Restorative Practices to decrease pupil suspension rate, decrease pupil expulsion rate, improve school climate, and provide student assistance to address social-emotional needs.

\* Support for Foster and Homeless youth

\* Positive Behavior Intervention & Supports (PBIS) including a lead per site

\* Implementation of Restorative Justice

\* Positive/Negative Staff to Students Data

\* Support the Implementation of the California Learning Communities for School Success Program Grant and the implementation of Restorative Practices to decrease pupil suspension rate, decrease pupil expulsion rate, improve school climate, and provide student assistance to address social-emotional needs.

\* Support for Foster and Homeless youth

NEW: Connect foster and homeless youth to in-school and community support services. Coordinate with mental and physical health service providers as well as housing agencies to meet the needs of homeless and foster care children and their families.

### LCFF Supplemental/Concentration

- \* Continue to fund 2 existing Child Welfare & Attendance district counselors focused on: Student attendance, Foster Youth/Homeless Youth, and Social/Emotional Programs (\$339,530)
- \* Continue to fund 7 existing attendance clerks at school sites (\$476,558)
- \* Continue to fund stipends for PBIS/Restorative Justice Lead Teachers (\$63,361)
- \* Continue to fund existing school nurses to reduce the nurse to student ratio (\$711,318)
- \* Continue to fund bus monitors (1,316,451)
- \* Continue to fund playground supervisors (\$692,359)
- \* Continue to fund Campus Security Assistants (\$224,595)

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**Title I**

### LCFF Supplemental/Concentration

- \* Fund 2 existing Child Welfare & Attendance district counselors focused on: Foster Youth/Homeless Youth, and Social/Emotional Programs (\$348,658)
- \* Fund 1 CWA Director (\$106,535)
- \* Continue to fund 7 existing attendance clerks at school sites (\$0 N/A) - This item was better aligned with and moved to Goal 3, Action 2.
- \* Continue to fund stipends for PBIS/Restorative Justice Lead Teachers (\$62,596)
- \* Continue to fund existing school nurses to reduce the nurse to student ratio (\$878,894)
- \* Continue to fund 20 existing Health Services Technicians (\$1,661,636)
- \* Continue to fund 13 existing bus monitors (\$827,841)
- \* Continue to fund safety supervisors (\$931,825) - the job title for this position changed from playground supervisors
- \* Continue to fund existing Campus Security Assistants (\$224,572)

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**Title I**

### LCFF Supplemental/Concentration

- \* Fund 2 existing Child Welfare & Attendance district counselors focused on: - Foster Youth/Homeless Youth, and Social/Emotional Programs (\$358,854)
- \* Fund 1 CWA Director (50%) (\$105,838)
- \* Continue to fund 7 existing attendance clerks at school sites (\$0 N/A) - This item was better aligned with and moved to Goal 3, Action 2 in 2018-2019, but will not be funded in 2019-2020.
- \* Continue to fund stipends for 21 PBIS/Restorative Justice Lead Teachers (\$67,050)
- \* Continue to fund 5 existing school nurses to reduce the nurse to student ratio (100%) (\$799,257)
- \* Continue to fund 20 existing Health Services Technicians (100%) (\$1,733,216)
- \* Continue to fund 13 existing bus monitors (100%) (\$759,851)
- \* Continue to fund safety supervisors (100%) (\$802,934) - the job title for this position changed from playground supervisors
- \* Continue to fund existing Campus Security Assistants (100%) (\$186,749)

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**Title I**

\* Social-Emotional Counseling at school sites (Latino Counseling Commission) (\$1,029,600)

\* Support for Foster and Homeless (\$40,000)

\* Social-Emotional Support Services at school sites

Social-emotional counseling (\$1,470,000)

PBIS (\$250,000)

Restorative Justice (\$100,000)

Social-emotional mental health services (\$400,000)

\* Support for Foster and Homeless (\$40,000)

**Learning Communities for School Success**  
(\$1,400,000)

\* Social-Emotional Support Services at school sites

- Social-emotional counseling (\$1,875,675)

- PBIS (\$0)

- Restorative Justice (\$0)

- Social-emotional mental health services (\$0)

\* Support for Foster and Homeless (\$41,668)

**Learning Communities for School Success**  
(\$753,164)

#### Title IV

\* PBIS (\$156,255)

\* Restorative Justice (\$208,340)

\* Social-emotional mental health services (\$0)

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,893,007	\$5,042,557	\$4,813,749
Source	LCFF Supplemental/Concentration 0762	LCFF Supplemental/Concentration 0762	LCFF Supplemental/Concentration 0762
Budget Reference	1000-3999 \$4,893,007	1000-3999: Salaries and Benefits - \$5,042,557	1000-3999: Salaries and Benefits - \$4,621,051 7000-7999: Indirect Costs - \$192,698

Amount	\$1,069,600	\$2,260,000	\$1,917,343
Source	Title I 3010	Title I 3010	Title I 3010
Budget Reference	4000-4999 \$40,000 5000-5999 \$1,029,600	4000-4999: Books and Supplies - \$40,000 5000-5999: Services and Other Operating Expenditures - \$2,220,000	4000-4999: Books and Supplies - \$40,000 5000-5999: Services and Other Operating Expenditures - \$1,800,590 7000-7999: Indirect Costs - \$76,753
Amount		\$1,400,000	\$749,393
Source		Learning Communities for School Success 7085	Learning Communities for School Success 7085
Budget Reference		4000-5999: Books, Supplies, Services and Other Operating Expenditures - \$1,400,000	4000-4999: Books, Supplies, 5000-5999: Services and Other Operating Expenditures - \$725,177 7000-7999: Indirect Costs - \$24,216
Amount			\$364,595
Source			Title IV - 4127
Budget Reference			1000-3999: Salaries and Benefits - \$200,000 4000-4999: Books and Supplies - \$10,000 5000-5999: Services and Other Operating Expenditures - \$140,000 7000-7999: Indirect Costs - \$14,595

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$54,035,008

Percentage to Increase or Improve Services

37.17%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The projected allocation of supplemental and concentration funds the district will receive for 2019-2020, calculated on the number of low income, foster youth, and English learner pupils, is \$54,035,008. This represents an increase in 267,464 million dollars from the previous year's allocation of \$53,767,544. The calculated number of low income, foster youth, and English learner pupils in the district is 94%. The number of low income, foster youth, and English learner pupils at every school site was determined to be 90% or greater.

Coachella Valley Unified School District proposes to utilize its supplemental and concentration funds for targeted services across all school sites for student in the unduplicated pupil groups (low-income pupils, foster/homeless youth, and English learners). Supplemental and concentration funds will be used to increase, improve, and expand services and programs. Services were distributed LEA-wide as they were determined to have the greatest academic impact for low income, foster youth, and English learner pupils. The following summary of key actions and services by goal area aligned to Coachella-Valley Unified School District's LCAP goals:

1. Increase pupil achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st Century.
2. Improve conditions of learning in a fiscally solvent and operationally efficient manner.
3. Increase engagement and collaboration among students, parents, staff, and community members.



## Goal 1

Research shows that school districts that provide instructional coaches for their teachers have higher performing students which directly impacts our unduplicated students. The teachers provide differentiation and enhanced instructional strategies aligned to the 4C's to meet the college and career readiness needs of low income students.

\* The Assistant Administrator of Instructional Improvement TK-6 and Secondary Assistant Principals provide instructional coaching and supplemental program site support and also assist in the design, implementation, monitoring, and evaluation of supplemental programs and services focused on increasing academic achievement, closing achievement gaps for unduplicated pupils, creating a positive school climate, and supporting parent engagement. (Goal 1, Action 1)

\* Increase student instructional time in secondary schools and teacher collaboration time in elementary schools by 100 minutes per week & provide two additional professional development days for teachers (Goal 1, Action 1)

\* Support aquatics instruction at the high school level by providing aquatic instructors and lifeguards. Aquatics was a 3-week unit for freshman (15 days). According to a swim study, 79% of kids from low-income families are at risk of drowning. As our district consists of 94% low-income students, we want to make sure students have the water skills they need to avoid a crisis. In addition, we want to teach our students healthy habits such as swimming. The lessons are brief, but as we talk about student learning connecting to the real world, this is the real world coming into the classroom. These services will provide our low-income students with the opportunity to learn skills that could save their lives, and establish healthy habits that may have a positive effect on attendance and learning. (Goal 1, Action 1)

\* Curriculum Resource Technician provides access to standards-based instructional materials our students in order for them to master the curriculum and standards (Goal 1, Action 1)

\* CVUSD will continue to Support for English learners and low income students through the Dual Language Program and the coordination of services provided by English Learner department personnel - EL Support Assistants, EL Director, EL Coordinator, EL Administrative Specialist. (Goal 1, Action 2)

\* Full-day Kindergarten. Research indicates that students with limited English skills and from socio-economically disadvantaged backgrounds benefit from an extended learning environment. (Goal 1, Action 3)

\* Data Assessment Specialists focus part of their time providing services to our English Learners (Goal 1, Action 3)

\* Continue middle school career exploration programs that provide an introduction into college and career readiness and align to high school CTE programs (Goal 1, Action 3)

The Association for Career Technical Association research shows that low income, English Language Learners, and foster youth high school students involved in Career Technical Education (CTE) are more engaged, perform better and graduate at higher rates.

\* Career Technical Education (CTE) Coordinator, CTE teachers' salaries, and support for programs: pathways and academies provide college and career readiness through real-world context of applied academics blended with technical skills (Goal 1, Action 3)

\* Support for early childhood programs which promote school readiness for children from low-income families through education, health, social and other services. (Goal 1, Action 3)

\* Support for low-income and foster students for home to school transportation due to the rural nature of our district's geographic region, the extreme heat, and the income level of our families, if the district did not provide transportation, the majority of our students would not have the opportunity to attend school, after school enrichment, intervention, and other programs. Our District encompasses over 1,200 square miles. Transportation is provided to allow students to participate in after school enrichment, intervention, and athletic programs. The academic interventions contribute to student achievement while the enrichment and athletics contribute to student engagement by strengthening students' connections to school. (Goal 1, Action 3)

\* Prepare students for success in high school, college and careers, especially for students traditionally underrepresented in higher education such as low income students, English Language Learners, and foster youth. (Goal 1, Action 3)

- \* Career Technical Education

- \* PUENTE

\* Instruction Media Assistants assist teachers in instructing individuals and/or small groups of students in various learning situations including basic academic, vocational, and/or specialized subject areas; tutor's students as assigned. Assists certificated teacher(s) in implementing curriculum for assigned area(s) of instruction, thereby increasing student learning outcomes and providing academic support to all students including low income, English Language Learners, and foster youth to be successful in a wide range of courses. Assists in supervising students to maintain an effective learning environment, thereby favorably impacting the school climate. (Goal 1, Action 3)

\* Ethnic studies provide a broad course of study for students. It is an interdisciplinary course that introduces students to foundational concepts and methods for studying subjectivities such as ethnicity, class, and gender relations in the United States and in the world. A 2016 Stanford University study showed that ethnic studies courses helped unduplicated high school students increase their educational outcomes, attendance and credits earned. (Goal 1, Action 3)

\* Saturday School to provide enrichment and educational opportunities to increase attendance and student engagement for unduplicated pupils. (Goal 1, Action 3)

\* Continue to provide an opportunity for students to have access to an instructional program via alternative setting and resources (Goal 1, Action 3)

The National Council for Community and Education Partnerships annual report indicates that low-income students continue to fall behind in college readiness. This continues to be a challenge for our Foster Youth due to a lack of parental support and English Learners who may struggle with the academic vocabulary of college readiness exams. In order to close the gap, CVUSD will:

- \* Provide a Testing Coordinator, focusing 50% of her time managing and supporting the implementation of state assessments and the other 50% of her time is focused on supporting sites in increasing student achievement, and college and career readiness for our low income, English Learners and Foster Youth. (Goal 1, Action 3)
- \* IT Service Assistant and Technicians continue to support students by ensuring that the required instructional digital platforms and devices remain functional. In addition, they support sites with troubleshooting and operation configurations (Goal 1, Action 3)
- \* Increased salaries allows the District to recruit and retain teachers. This specific action/service is principally directed towards and is effective in increasing or improving services for 100% of our unduplicated students. The district believes that a strong employee compensation package is a powerful tool for attracting and retaining the best teachers, and students thrive best in an instructional environment with highly qualified teachers. Over the course of the last few years, CVUSD has made an effort to be more competitive with salaries in order to attract and keep highly qualified teachers. As a result of the salary increase, the District is able to enhance student academic achievement by increasing instructional time, provide two professional development days, and collaboration time. According to preliminary SBAC data for 2017-18 school year, CVUSD improved 10.6 points in ELA and 6.4 points in Math. (Goal 1, Action 3)
- \* CVUSD's commitment to maintain class size reduction in grades TK-12 and enhance instruction will positively impact student achievement for all our students, close the achievement gap, improve high school graduation rates, and improve student behavior for our unduplicated students. (Goal 1, Action 1 and Goal 1, Action 3)
- \* Each school receives a distribution per enrollment of unduplicated students to implement site-based decision-making procedures on expenditures such as supplemental instructional supplies, mobile devices, and additional supports intended to meet the need of our unduplicated pupil groups (Goal 1, Action 4)
- \* Despite a very minor increase in the high school graduation rate in CVUSD, it remains at a dismal 86.6% according to 2014-15 state data. By increasing our summer school offering to more students, we are providing additional opportunities for unduplicated students who are credit deficient to experience a different approach to their learning experiences. These opportunities allow our unduplicated students to get back on track for academic success and graduation. Students become credit deficient for various reasons including late enrollment, failing a course, and scheduling conflicts resulting in not meeting graduation requirements. Summer schools allows unduplicated student to earn credits towards meeting graduation and A-G requirements, as well as keeping students in school and reducing our dropout rate. (Goal 1, Action 3)
- \* District support for supplemental program implementation and monitoring including State & Federal Projects department personnel - Director, Administrative Specialist, Budget Specialist (Goal 1, Action 4)

## Goal 2

Research indicates that support providers for school teachers increase student achievement and improve teaching within the classroom. CVUSD provides support to teachers through Peer Assistance and Review (PAR) and Beginning Teacher Support & Assessment (BTSA).

- \* Recruitment specialist assists with recruitment of hard to fill positions and the PAR/BTSA programs. (Goal 2, Action 1)

\* BCLAD Stipends are given to teachers who possess the BCLAD credential and are actively working at one of the seven Dual Language sites in support of providing students with instruction in more than one language, as well as supporting with the needs of English Language Learners (Goal 2, Action 1)

### Goal 3

Family and community engagement practices create inclusive, and diversity-responsive relationships and collaborations within, among, and between families, teachers, school/district administrators, and other school personnel. Research shows that engaging families and community is the key to improving student achievement for low income, English Learners and Foster Youth.

\* Translators and translation services for parents of English learners (Goal 3, Action 1)

\* Bilingual Psychologist Technicians support school psychologists with interpretation and translation, including other services for parents of English Learners (Goal 3, Action 1)

\* Continue to fund 14 counseling positions to maintain a low counselor to student ratio. Counselors provide individual and group guidance counseling to students; confer as needed with parents, teacher and others regarding student needs including achievement, social, emotional, or behavioral concerns. Communicate with administration, school staff, parents, students and public agencies regarding student placement, referrals, services and related issues. Communicate with administration, school staff, parents, students and public agencies regarding student placement, referrals, services and related issues. (Goal 3, Action 2)

\* The High school Activities Director designs, implements, and supervises extracurricular programs and activities within their school. They may also serve as faculty advisors for student organizations. Specific duties include supervising site ASB programs and approving student government expenditures. The ASB Director welcomes all students and helps low income students, English Learners, and foster youth find clubs, activities, and sports that fit their needs or liking. (Goal 3, Action 2)

\* Site Athletics Program, Budget, and Coaching Stipends are funded to provide opportunities for our low-income students. Unfortunately, our community has very limited opportunities for club sports. Our neighboring communities offer club sports, but our students do not have means or transportation to participate. Therefore, it is crucial for our District to provide these opportunities to create well balanced students. A Director of Athletics administers all levels of the athletic programs, schedules all athletic team events, and secures transportation for all athletic teams. In addition, he/she secures officials for all athletic contests and clears athletes for academic eligibility. He/she informs coaches and athletes of all CIF and league rules and regulations and assures the rules are followed. He/she attends all league and area athletic meetings and keeps the principal informed of any and all information pertaining to the athletic program. In addition, the Director serves as a safety net to ensure our students are maintaining academic status for eligibility. Greater participation of low-income students in school athletics are linked to the development of positive behavior and social skills that cannot be obtained inside the classroom. (Goal 3, Action 2)

\* The Attendance Coordinator will provide support focused on increasing individual and school-wide attendance. Services will include monitoring, collaboration with school sites, developing partnerships with community resources, communication with families, and home visits. (Goal 3, Action 2)

- \* Child Welfare and Attendance Director provides support service that covers compliance with compulsory education laws, student admission and enrollment procedures, student discipline procedures, transfers to alternative programs, and school climate and safety. (Goal 3, Action 3)
- \* Child Welfare and Attendance Counselors. The first serves as the foster and homeless youth liaison. This counselor identifies foster/homeless youth to ensure seamless transitions between homes/schools and monitors that there is no interruption of student services. The second focus focuses on social-emotional programs including PBIS and Restorative Justice. The counselor continuously monitors student progress throughout the school year to ensure student success. (Goal 3, Action 3)
- \* Campus Security Assistants patrol and monitor the campus perimeter, lunch areas, hallways, walkways, classrooms, restrooms and parking lots; maintain order and security of campus; escort students to office for disciplinary action as needed; report unusual activities or unauthorized persons; orient and direct campus visitors. (Goal 3, Action 3)
- \* School nurses and health service technicians assist administrators and staff members with the total school health program and render specific health services. They provide health and related services to individual students as required. They administer mandated and other tests to ascertain student needs. The school nurse serves as a resource person for pupils, parents, teachers, and community on health problems (physical, mental and emotional) and their corrections, thereby increasing student attendance. (Goal 3, Action 3)
- \* Bus monitors guide students to learn and maintain appropriate student behavior necessary for student safety outside the classroom and thereby improve conditions of safety and student connectedness through reduced discipline incidents that would separate students from schooling. (Goal 3, Action 3)
- \* Safety supervisors provide supervision of students at meal and recess time to ensure their health and safety, therefore contributing to a positive school climate. They anticipate and intervene to prevent situations that may cause accidents or endanger students' welfare or safety, which would take students away from their classroom and subsequent learning time. They follow established procedures in case of accident, injury, or illness, performing basic First Aid to injured students as needed and attend/report student injuries to appropriate office staff and escort student to office as needed. (Goal 3, Action 3)
- \* Health Services Technicians support and strengthen parent-child relationships and engage families around children's learning and development by supporting their growth and development in a comprehensive way through a variety of services supporting low-income students (Goal 3, Action 3).

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$53,767,544

37.65%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The projected allocation of supplemental and concentration funds the district will receive for 2018-2019, calculated on the number of low income, foster youth, and English learner pupils, is \$53,767,544. This represents an increase in 19,253,002 million dollars from the previous year's allocation of \$34,514,542. The calculated number of low income, foster youth, and English learner pupils in the district is 94%. The number of low income, foster youth, and English learner pupils at every school site was determined to be 90% or greater. Due to these extremely high proportions of unduplicated students, most of the supplemental and concentration dollars have been budgeted to be spent in an LEA-wide manner. Funds will be used to increase and improve services for students affected by low socioeconomic conditions, English learners, and foster youth.

The increased or improved services for unduplicated low-income pupils, foster youth, and English learners is reflected in the services provided across all schools LEA-wide to improve student achievement, conditions of learning, and pupil engagement. Services were distributed LEA-wide as they were determined to have the greatest academic impact for low income, foster youth, and English learner pupils. These services included offering a broad course of study, increased instructional time, additional teachers, counselors, materials, and professional development. Increased and/or improved actions and services include:

#### Goal 1

\* The Assistant Administrator of Instructional Improvement TK-6 and Secondary Assistant Principals provide instructional coaching and supplemental program site support and also assist in the design, implementation, monitoring, and evaluation of supplemental programs and services focused on increasing academic achievement, closing achievement gaps for unduplicated pupils, creating a positive school climate, and supporting parent engagement. (Goal 1, Action 1)

Increase student instructional time in secondary schools and teacher collaboration time in elementary schools by 100 minutes per week & provide two additional professional development days for teachers (Goal 1, Action 1)

\* Support aquatics instruction at the high school level by providing aquatic instructors and lifeguards. This year aquatics was a 3-week unit for freshman (15 days). According to a swim study, 79% of kids from low-income families are at risk of drowning. As our district consists of 94% low-income students, we want to make sure students have the water skills they need to avoid a crisis. In addition, we want to teach our students healthy habits such as swimming. The lessons are brief, but as we talk about student learning connecting to the real world, this is the real world



coming into the classroom. These services will provide our low-income students with the opportunity to learn skills that could save their lives, and establish healthy habits that may have a positive effect on attendance and learning. (Goal 1, Action 1)

- \* Curriculum Resource Technician provides access to standards based instructional materials our students in order for them to master the curriculum and standards (Goal 1, Action 1)

- \* Data Assessment Specialist focus part of their time providing services to our English Learners (Goal 1, Action 2)

- \* Support for English learners and Dual Language Program through coordination of services provided by English Learner department personnel - EL Support Assistants, EL Director, EL Coordinator, EL Secretary (Goal 1, Action 2)

- \* Full-day Kindergarten. Research indicates that students with limited English skills and from socio-economically disadvantaged backgrounds benefit from an extended learning environment. (Goal 1, Action 3)

- \* Advancement via Individual Determination (AVID) program schoolwide support and expanded support for high school AVID elective classes including tutoring (Goal 1, Action 3)

- \* Continue middle school career exploration programs that provide an introduction into college and career readiness and align to high school CTE programs (Goal 1, Action 3)

- \* Career Technical Education (CTE) Coordinator, CTE teachers' salaries, and support for programs: pathways and academies provide college and career readiness through real-world context of applied academics blended with technical skills (Goal 1, Action 3)

- \* Support for early childhood programs which promote school readiness for children from low-income families through education, health, social and other services. (Goal 1, Action 3)

- \* Support for low-income and foster students for home to school transportation. Due to the rural nature of our district's geographic region, the extreme heat, and the income level of our families, if the district did not provide transportation, the majority of our students would not have the opportunity to attend school, after school enrichment, intervention, and other programs. Our District encompasses over 1,200 square miles. Transportation is provided to allow students to participate in after school enrichment, intervention, and athletic programs. The academic interventions contribute to student achievement while the enrichment and athletics contribute to student engagement by strengthening students' connections to school. (Goal 1, Action 3)

- \* Instruction Media Assistants assist teachers in instructing individuals and/or small groups of students in various learning situations including basic academic, vocational, and/or specialized subject areas; tutor's students as assigned. Assists certificated teacher(s) in implementing curriculum for assigned area(s) of instruction, thereby increasing student learning outcomes and providing academic support to all students to be successful in a wide range of courses. Assists in supervising students to maintain an effective learning environment, thereby favorably impacting the school climate. Goal 1, Action 3)

- \* Ethnic studies helps provide a broad course of study from students. It is an interdisciplinary course that introduces students to foundational concepts and methods for studying subjectivities such as ethnicity, class, and gender relations in the United States and in the world. A 2016 Stanford University study showed that ethnic studies courses helped high school students increase their educational outcomes, attendance and credits earned. (Goal 1, Action 3)

- \* Saturday School to provide enrichment and educational opportunities to increase attendance and student engagement for unduplicated pupils. (Goal 1, Action 3)

- \* Continue to provide an opportunity for students to have access to an instructional program via alternative setting and resources (Goal 1, Action 3)

- \* The Testing Coordinator focuses 50% of her time managing and supporting the implementation of state assessments and the other 50% of her time is focused on supporting sites in increasing student achievement, and college and career readiness (Goal 1, Action 3)

- \* IT Service Assistant and Technicians continue to support students by ensuring that the required instructional digital platforms and devices remain functional. In addition, they support sites with troubleshooting and operation configurations (Goal 1, Action 3)
- \* The Educational Technology Coordinator collaborates with teachers and administrators to support integration of technology with various standards-aligned curriculum platforms. (Goal 1, Action 3)
- \* Increased salaries allows the District to recruit and retain teachers. This specific action/service is principally directed towards and is effective in increasing or improving services for 100% of our unduplicated students. The district believes that a strong employee compensation package is a powerful tool for attracting and retaining the best teachers, and students thrive best in an instructional environment with highly qualified teachers. Over the course of the last few years, CVUSD has made an effort to be more competitive with salaries in order to attract and keep highly qualified teachers. As a result of the salary increase, the District is able to enhance student academic achievement by increasing instructional time, provide two professional development days, and collaboration time. According to preliminary SBAC data for 2017-18 school year, CVUSD improved 10.6 points in ELA and 6.4 points in Math. (Goal 1, Action 3)
- \* CVUSD's commitment to maintain class size reduction in grades TK-12 and enhance instruction will positively impact student achievement for all our students, close the achievement gap, improve high school graduation rates, and improve student behavior for our unduplicated students. (Goal 1, Action 1 and Goal 1, Action 3)
- \* Support for preschool program for low income students (Goal 1, Action 3)
- \* Each school receives a distribution per enrollment of unduplicated students to implement site-based decision-making procedures on expenditures such as supplemental instructional supplies, mobile devices, and additional supports intended to meet the need of our unduplicated pupil groups (Goal 1, Action 4)
- \* Despite a very minor increase in the high school graduation rate in CVUSD, it remains at a dismal 86.6% according to 2014-15 state data. By increasing our summer school offering to more students, we are providing additional opportunities for students who are credit deficient to experience a different approach to their learning experiences. These opportunities allow our students to get back on track for academic success and graduation. Students become credit deficient for various reasons including late enrollment, failing a course, and scheduling conflicts resulting in not meeting graduation requirements. Summer schools allows student to earn credits towards meeting graduation and A-G requirements, as well as keeping students in school and reducing our dropout rate. (Goal 1, Action 3)
- \* District support for supplemental program implementation and monitoring including State & Federal Projects department personnel - Director, Secretary, Budget Specialist (Goal 1, Action 4)

## Goal 2

- \* Recruitment specialist assists with recruitment of hard to fill positions and the PAR/BTSA programs. (Goal 2, Action 1)
- \* BCLAD Stipends are given to teachers who possess the BCLAD credential and are actively working at one of the seven Dual Language sites in support of the English Language Learners (Goal 2, Action 1)

## Goal 3

- \* Translators and translation services for parents of English learners (Goal 3, Action 1)
- \* Bilingual Psychologist Technicians support school psychologists with interpretation and translation, including other services for parents of English Learners (Goal 3, Action 1)



- \* Continue to fund 6 counseling positions to maintain a low counselor to student ratio. Counselors provide individual and group guidance counseling to students; confer as needed with parents, teacher and others regarding student needs including achievement, social, emotional, or behavioral concerns. Communicate with administration, school staff, parents, students and public agencies regarding student placement, referrals, services and related issues. Communicate with administration, school staff, parents, students and public agencies regarding student placement, referrals, services and related issues. (Goal 3, Action 2)
- \* The High school Activities Director designs, implements, and supervises extracurricular programs and activities within their school. They may also serve as faculty advisors for student organizations. Specific duties include supervising site ASB programs and approving student government expenditures. (Goal 3, Action 2)
- \* The ASES Coordinator provides support to sites implementing after school programs. (Goal 3, Action 2)
- \* Site Athletics Program, Budget, and Coaching Stipends are funded to provide opportunities for our low-income students. Unfortunately, our community has very limited opportunities for club sports. Our neighboring communities offer club sports, but our students do not have the means or transportation to participate. Therefore, it is crucial for our District to provide these opportunities to create well balanced students. A Director of Athletics administers all levels of the athletic programs, schedules all athletic team events, and secures transportation for all athletic teams. In addition, he/she secures officials for all athletic contests and clears athletes for academic eligibility. He/she informs coaches and athletes of all CIF and league rules and regulations and assures the rules are followed. He/she attends all league and area athletic meetings and keeps the principal informed of any and all information pertaining to the athletic program. In addition, the Director serves as a safety net to ensure our students are maintaining academic status for eligibility. Greater participation of low-income students in school athletics are linked to the development of positive behavior and social skills that cannot be obtained inside the classroom. (Goal 3, Action 2)
- \* The Attendance Coordinator will provide support focused on increasing individual and school-wide attendance. Services will include monitoring, collaboration with school sites, developing partnerships with \* community resources, communication with families, and home visits. (Goal 3, Action 2)
- \* Continue to fund 7 attendance clerks at school sites to monitor and address student attendance, including home visits. (Goal 3, Action 2)
- \* Positive Behavioral Interventions & Support (PBIS) and Restorative Practices (Goal 3, Action 3)
- \* Campus Security Assistants patrol and monitor the campus perimeter, lunch areas, hallways, walkways, classrooms, restrooms and parking lots; maintain order and security of campus; escort students to office for disciplinary action as needed; report unusual activities or unauthorized persons; orient and direct campus visitors. (Goal 3, Action 3)
- \* School nurses and health service technicians assist administrators and staff members with the total school health program and render specific health services. They provide health and related services to individual students as required. They administer mandated and other tests to ascertain student needs. The school nurse serves as a resource person for pupils, parents, teachers, and community on health problems (physical, mental and emotional) and their corrections, thereby increasing student attendance. (Goal 3, Action 3)
- \* Bus monitors guide students to learn and maintain appropriate student behavior necessary for student safety outside the classroom and thereby improve conditions of safety and student connectedness through reduced discipline incidents that would separate students from schooling. (Goal 3, Action 3)
- \* Safety supervisors provide supervision of students at meal and recess time to ensure their health and safety, therefore contributing to a positive school climate. They anticipate and intervene to prevent situations that may cause accidents or endanger students' welfare or safety, which would take students away from their classroom and subsequent learning time. They follow established procedures in case of accident, injury, or illness, performing basic First Aid to injured students as needed and attend/report student injuries to appropriate office staff and escort student to office as needed. (Goal 3, Action 3)

Health Services Technicians support and strengthen parent-child relationships and engage families around children's learning and development by supporting their growth and development in a comprehensive way through a variety of services supporting low-income students (Goal 3, Action 3)

\* Child Welfare and Attendance Director provides support service that covers compliance with compulsory education laws, student admission and enrollment procedures, student discipline procedures, transfers to alternative programs, and school climate and safety. (Goal 3, Action 3)

\* Child Welfare and Attendance Counselor who serves as the foster and homeless youth liaison. This counselor identifies foster/homeless youth to ensure seamless transitions between homes/schools and monitors that there is no interruption of student services. In addition, students are offered academic and social-emotional counseling. The counselor continuously monitors student progress throughout the school year to ensure student success. (Goal 3, Action 3)

#### LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$34,514,542

Percentage to Increase or Improve Services

22.27%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The projected allocation of supplemental and concentration funds the district will receive for 2017-2018, calculated on the number of low income, foster youth, and English learner pupils, is \$34,514,542. This represents an increase in 6,851,495 million dollars from the previous year's allocation of \$27,663,047. The calculated number of low income, foster youth, and English learner pupils in the district is 96%. The number of low income, foster youth, and English learner pupils at every school site was determined to be 90% or greater. Due to these extremely high proportions of unduplicated students, most of the supplemental and concentration dollars have been budgeted to be spent in an LEA-wide manner. Funds will be used to increase and improve services for English Learners, students affected by low socioeconomic conditions, and foster youth.

Additional services distributed district-wide were selected to have the greatest academic impact for low income, foster youth, and English learner pupils. These services included additional teachers, counselors, materials, and professional development.

## Goal 1

- \* Assistant Principals (Goal 1, Action 1)

- \* A Principal on Special Assignment supports student achievement through effective instructional, organizational, and administrative leadership. He/she serves as a curriculum leader of the school and provides assistance in curriculum planning, staff development, activities, and advises and consults with staff in the development and execution of effective instructional methods and programs. He or She establishes and directs an appropriate behavior management program designed to promote student growth and ensure student and staff safety. (Goal 1, Action 1)

- \* Increase student instructional time in secondary schools and teacher collaboration time in elementary schools by 100 minutes per week & provide two additional professional development days for teachers (Goal 1, Action 1)

- \* Support for English learner program (Goal 1, Action 2)

- \* Support for AmeriCorps program (Goal 1, Action 2)

- \* Full-day Kindergarten (Goal 1, Action 3)

- \* Ethnic studies program (Goal 3, Action 2)

- \* Advancement via Individual Determination (AVID) program schoolwide support and expanded support for high school AVID elective classes including tutoring (Goal 1, Action 3)

- \* Career Technical Education (CTE) pathways and academies (Goal 1, Action 3)

- \* Support for early childhood programs (Goal 1, Action 3)

- \* College readiness activities including career exploration, test prep, university field trips, parent education, support for FAFAS completion (Goal 1, Action 3)

- \* Expansion of ASES program serve additional students and provide writing intervention (Goal 1, Action 3)

- \* Transportation is provided to allow students to participate in after school enrichment, intervention, and athletic programs. The academic interventions contribute to student achievement while the enrichment and athletics contribute to student engagement by strengthening students' connections to school. Due to the rural nature of our district's geographic region, the extreme heat, and the income level of our families, without transportation, the majority of our students would not have this opportunity. This does not include bussing for high school athletic competitions.

- \* Instructional Media Assistants will assist teachers in instructing individuals and/or small groups of students in various learning situations including basic academic, vocational, and/or specialized subject areas. Assists certificated teacher(s) in implementing curriculum for assigned area(s) of instruction, thereby increasing student learning outcomes and providing academic support to all students to be successful in a wide range of courses. Assists in supervising students to maintain effective learning environment, thereby favorably impacting the school climate. Goal 1, Action 3)

- \* A third Instructional Aide in Special Education Moderate/Severe classrooms will assist teacher(s) in instructing individuals and/or small groups of students in various learning situations including basic academic, vocational, and/or specialized subject areas; tutor's students as assigned. The instructional aide assists a certificated teacher(s) in implementing curriculum for assigned area(s) of instruction. They assist in supervising students to maintain an effective learning environment. (Goal 1, Action 3)

- \* The High school Activities Director designs, implements, and supervises extracurricular programs and activities within their school. They may also serve as faculty advisors for student organizations. Specific duties include supervising site ASB programs and approving student government expenditures. (Goal 1, Action 3)

- \* The Director of Activities - Teacher administers all levels of the athletic programs, schedules all athletic team events and secures transportation for all athletic teams. In addition, he/she secures officials for all athletic contests and clears athletes for academic eligibility. He/she Informs

coaches and athletes of all CIF and league rules and regulations and assures the rules are followed. He/she attends all league and area athletic meetings and keeps the principal informed of any and all information pertaining to the athletic program. (Goal 1, Action 3)

## Goal 2

\* A PAR/BTSA Teacher on Special Assignment will serve as an additional teacher/resource, providing induction support for teachers new to the profession. This will better equip our novice teachers in improving their professional learning to ensure lesson alignment with state content and ELD standards, improve teachers' pedagogical strategies and abilities in addressing cultural aspects of teaching to positively impact student learning and improve the conditions of learning, student engagement and school climate. (Goal 2, Action 1)

## Goal 3

\* Continue to fund 12 counseling positions to maintain a low counselor to student ratio (Goal 3, Action 2)

\* Fund an alternative education transition specialist (Goal 3, Action 2)

\* Continue to fund 7 attendance clerks at school sites to address student attendance (Goal 3, Action 3)

\* Positive Behavioral Interventions & Support (PBIS) and Restorative Justice practices (Goal 3, Action 3)

\* Psychologists available one day per week at each school site (Goal 3, Action 3)

\* Additional Counselors provide individual and group guidance counseling to students; confer as needed with parents, teacher and others regarding student needs including achievement, social, emotional, or behavioral concerns. Communicate with administration, school staff, parents, students and public agencies regarding student placement, referrals, services and related issues. Communicate with administration, school staff, parents, students and public agencies regarding student placement, referrals, services and related issues. (Goal 3, Action 2)

\* The Academy Advisor positively impacts student success by identifying student's skills and talents, building employability skills and addressing any personal and social issues that might impede a student's success in their CTE classes. He/she provides enhanced experiential opportunities to fine-tune workplace skills through collaborations and partnerships with local area businesses and business leaders. Collaborates with instructors, academic counselors, Student Services staff, and other professional staff to provide a seamless integration of academic, career and technical and personal skills resources. (Goal 3, Action 2)

\* Campus Security Assistants patrol and monitor the campus perimeter, lunch areas, hallways, walkways, classrooms, restrooms and parking lots; maintain order and security of campus; escort students to office for disciplinary action as needed; report unusual activities or unauthorized persons; orient and direct campus visitors. (Goal 3, Action 3)

\* School nurses and health service technicians assist administrators and staff members with the total school health program and render specific health services. They provide health and related services to individual students as required. They administer mandated and other tests to ascertain student needs. The school nurse serves as a resource person for pupils, parents, teachers, and community on health problems (physical, mental and emotional) and their corrections, thereby increasing student attendance. (Goal 3, Action 3)

\* Bus monitors guide students to learn and maintain appropriate student behavior necessary for student safety outside the classroom and thereby improve conditions of safety and student connectedness through reduced discipline incidents that would separate students from schooling. (Goal 3, Action 3)

\* Safety supervisors provide supervision of students at meal and recess time to ensure their health and safety, therefore contributing to a positive school climate. They anticipate and intervene to prevent situations that may cause accidents or endanger students' welfare or safety, which would take students away from their classroom and subsequent learning time. They follow established procedures in case of accident, injury, or illness,

performing basic First Aid to injured students as needed and attend/report student injuries to appropriate office staff and escort student to office as needed. (Goal 3, Action 3)

- \* Health Services Technicians support and strengthen parent-child relationships and engage families around children's learning and development by supporting their growth and development in a comprehensive way through a variety of services supporting low-income students (Goal 3, Action 3)

- \* Child Welfare and Attendance Director provides support service that covers compliance with compulsory education laws, student admission and enrollment procedures, student discipline procedures, transfers to alternative programs, and school climate and safety. (Goal 3, Action 3)

The proportionality percentage for increased or improved services for unduplicated low-income pupils, foster youth, and English learners is reflected in the services provided in the LCAP year and include additional counselors, administrative personnel, and programs to improve student achievement, conditions of learning, and pupil engagement. Pending the final state adopted budget and adjusted allocations to the district, the proportion of services provided to unduplicated low-income pupils, foster youth, and English learners is currently 17.57% greater and in addition to services provided to all pupils. Increased and/or improved actions and services include:

- \* Translators and translation services for parents of English learners (Goal 3, Action 1)

- \* Support for English learners through coordination of services provided by English Learner department personnel (Goal 1, Action 2)

- \* Support for preschool program for low income students' (Goal 1, Action 3)

- \* Allocation of funds to each school site to provide additional services to meet the needs of unduplicated students including English Learners, low income, migrant, and foster youth (Goal 1, Action 4)

- \* Child Welfare and Attendance Counselor who focuses on working with foster and homeless youth (Goal 3, Action 3)

# Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

*For questions related to specific sections of the template, please see instructions below:*

## **Instructions: Linked Table of Contents**

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

## **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.



## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.



**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

## Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

### For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

#### Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

#### Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

## Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

**For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

### New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### **Budgeted Expenditures**

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## **Demonstration of Increased or Improved Services for Unduplicated Students**

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

### **Estimated Supplemental and Concentration Grant Funds**

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

### **Percentage to Increase or Improve Services**

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school

connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) "Chronic absenteeism rate" shall be calculated as follows:
  - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
    - (A) enrolled less than 31 days
    - (B) enrolled at least 31 days but did not attend at least one day
    - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      - (i) are enrolled in a Non-Public School
      - (ii) receive instruction through a home or hospital instructional setting
      - (iii) are attending a community college full-time.
  - (2) The number of students who meet the enrollment requirements.
  - (3) Divide (1) by (2).
- (b) "High school dropout rate" shall be calculated as follows:
  - (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (c) "High school graduation rate" shall be calculated as follows:
  - (1) For a 4-Year Cohort Graduation Rate:
    - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
    - (B) The total number of students in the cohort.
    - (C) Divide (1) by (2).
  - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
    - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
      - (i) a regular high school diploma
      - (ii) a High School Equivalency Certificate
      - (iii) an adult education diploma
      - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
    - (B) The number of students in the DASS graduation cohort.
    - (C) Divide (1) by (2).
- (d) "Suspension rate" shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (e) "Expulsion rate" shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001, 20 U.S.C. Sections 6312 and 6314.



## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

### **Guiding Questions: Stakeholder Engagement**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

### **Guiding Questions: Goals, Actions, and Services**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

*Prepared by the California Department of Education, January 2019*

## DISTRICT PERFORMANCE OVERVIEW

# Coachella Valley Unified

Explore the performance of Coachella Valley Unified under California's Accountability System.

### Chronic Absenteeism



### Suspension Rate



### English Learner Progress



### Graduation Rate



### College/Career



### English Language Arts



### Mathematics



### Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

### Implementation of Academic Standards

STANDARD MET

### Parent Engagement

STANDARD MET

### Local Climate Survey

STANDARD MET

### Access to a Broad Course of Study

STANDARD MET

## District Details

### NAME

Coachella Valley Unified

### ADDRESS

87-225 Church Street  
Thermal, CA 92274-0847

### WEBSITE

<http://www.cvusd.us>

### GRADES SERVED

P-Adult

## COACHELLA VALLEY UNIFIED

# Student Population

Explore information about this district's student population.

### Enrollment

18,146

### Socioeconomically Disadvantaged

91.3%

### English Learners

46.3%

### Foster Youth


0.3%

# Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts



Yellow

57.8 points below standard

Increased 8.2 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

1 Red

3 Orange


4 Yellow

0 Green

0 Blue

LEARN MORE

Mathematics



Yellow

88.1 points below standard

Increased 6.3 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

1 Red

4 Orange

3 Yellow

0 Green

0 Blue

LEARN MORE

English Learner Progress

English Language Proficiency Assessments for California Results

Level 4 - Well Developed  
18.7%


Level 3 - Moderately Developed  
34.5%

Level 2 - Somewhat Developed  
27.4%

Level 1 - Beginning Stage  
19.4%

LEARN MORE

College/Career



Yellow

31.4% prepared

Increased 4.8% ▲

EQUITY REPORT

Number of Student Groups in Each Color

1 Red

0 Orange

4 Yellow

0 Green

0 Blue

## Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

# Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

## Chronic Absenteeism



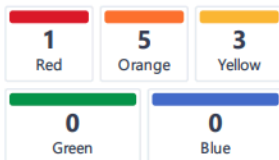
Orange

**12.1% chronically absent**

**Increased 0.6% ▲**

### EQUITY REPORT

Number of Student Groups in Each Color



[LEARN MORE](#)

## Graduation Rate



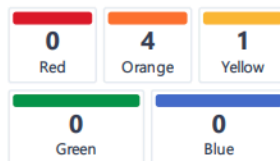
Orange

**82.2% graduated**

**Declined 1.2% ▼**

### EQUITY REPORT

Number of Student Groups in Each Color



## Local Indicators

[LEARN MORE](#)

### Access to a Broad Course of Study

**STANDARD MET**

## Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

### Suspension Rate



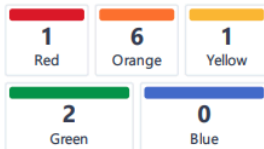
Yellow

5.1% suspended at least once

Declined 0.3% ▼

#### EQUITY REPORT

Number of Student Groups in Each Color



### Local Indicators

[LEARN MORE](#)

**Basics: Teachers, Instructional Materials, Facilities**

STANDARD MET

[LEARN MORE](#)

**Parent Engagement**

STANDARD MET

[LEARN MORE](#)

**Local Climate Survey**

STANDARD MET


# Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**All Students**  
  
Yellow

57.8 points below standard







Increased 8.2 Points ▲

Number of Students: 9,472

### Student Group Details

#### All Student Groups by Performance Level

8 Total Student Groups

 Red Foster Youth	 Orange American Indian English Learners Students with Disabilities	 Yellow Hispanic Homeless Socioeconomically Disadvantaged White
 Green No Students	 Blue No Students	 No Performance Color African American Asian Filipino Two or More Races Pacific Islander

### African American



No Performance Color

49.3 points below standard

Increased 18.4 Points ▲

Number of Students: 16

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

### Two or More Races



No Performance Color

59.4 points below standard

No Data

Number of Students: 12

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Foster Youth



Red

117.9 points below standard

Declined 37.1 Points ▼

Number of Students: 32

### American Indian



Orange

85.3 points below standard

Increased 9.7 Points ▲

Number of Students: 48

### English Learners



Orange

72.2 points below standard

Increased 8.9 Points ▲

Number of Students: 6,546

### Students with Disabilities



Orange

143.8 points below standard

Increased 8.2 Points ▲

Number of Students: 1,138

### Hispanic



Yellow

58 points below standard

Increased 8.3 Points ▲

Number of Students: 9,298

### Homeless



Yellow

58.4 points below standard

Increased 16.2 Points ▲

Number of Students: 106

### Socioeconomically Disadvantaged



Yellow

61.8 points below standard

Increased 6.8 Points ▲

Number of Students: 8,815

### White



Yellow

27.3 points below standard

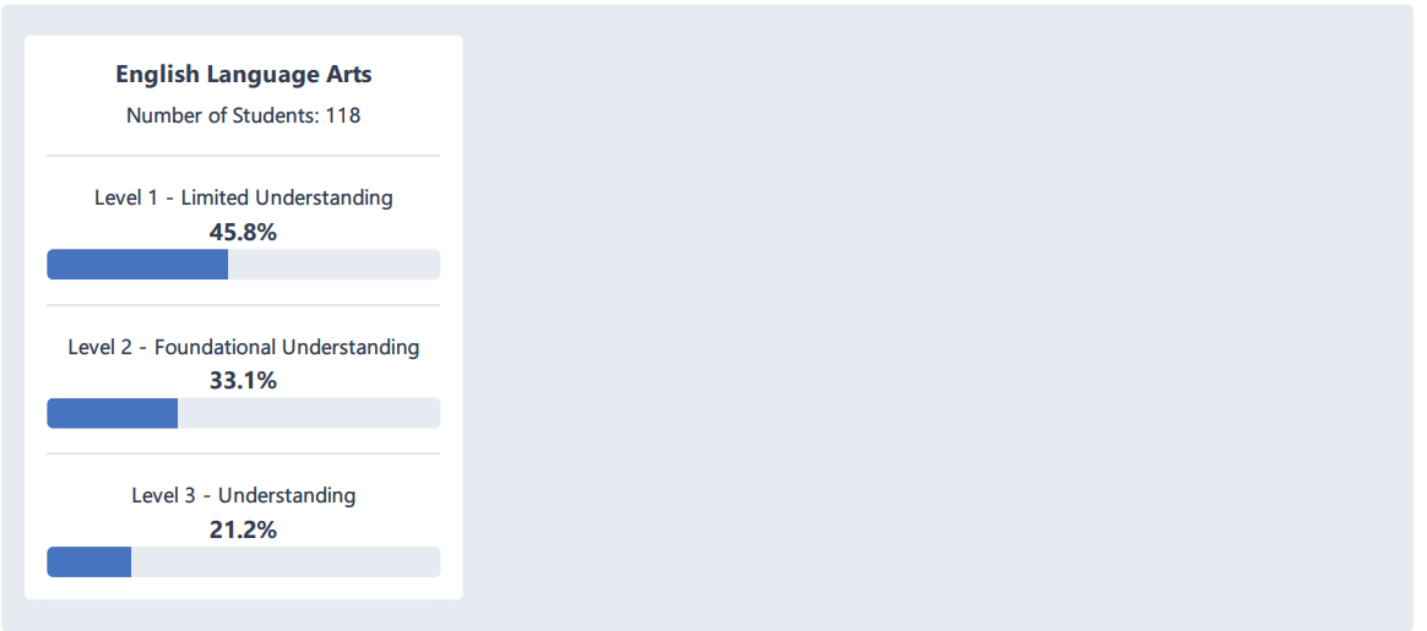
Increased 11.3 Points ▲

Number of Students: 59



# California Alternate Assessment

Percentage of students with significant cognitive disabilities showing understanding of core concepts in English Language Arts.



## English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
108.1 points below standard	24.5 points below standard	45.5 points below standard
Increased 9.2 Points ▲	Increased 10.6 Points ▲	Increased 13.2 Points ▲
Number of Students: 3,734	Number of Students: 2,812	Number of Students: 1,855

# Mathematics

## All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### All Students



88.1 points below standard

Increased 6.3 Points ▲

Number of Students: 9,455

## Student Group Details

### All Student Groups by Performance Level

8 Total Student Groups



Red

Foster Youth



Orange

American Indian

English Learners

Students with Disabilities

White



Yellow

Hispanic

Homeless

Socioeconomically Disadvantaged



Green

No Students



Blue

No Students



No Performance Color

African American

Asian

Filipino

Two or More Races

Pacific Islander

### African American



No Performance Color

125.9 points below standard

Maintained -2 Points

Number of Students: 16

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

### Two or More Races



No Performance Color

144 points below standard

No Data

Number of Students: 12

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Foster Youth



Red

152.8 points below standard

Declined 49.3 Points ▼

Number of Students: 32

### American Indian



Orange

115 points below standard

Increased 14.1 Points ▲

Number of Students: 49

### English Learners



Orange

95.3 points below standard

Increased 6.4 Points ▲

Number of Students: 6,533

### Students with Disabilities



Orange

172 points below standard

Increased 13.2 Points ▲

Number of Students: 1,140

### White



Orange

68.9 points below standard

Maintained 1.7 Points

Number of Students: 59

### Hispanic



Yellow

88.1 points below standard

Increased 6.3 Points ▲

Number of Students: 9,280

### Homeless



Yellow

80.9 points below standard

Increased 19 Points ▲

Number of Students: 107

### Socioeconomically Disadvantaged



Yellow

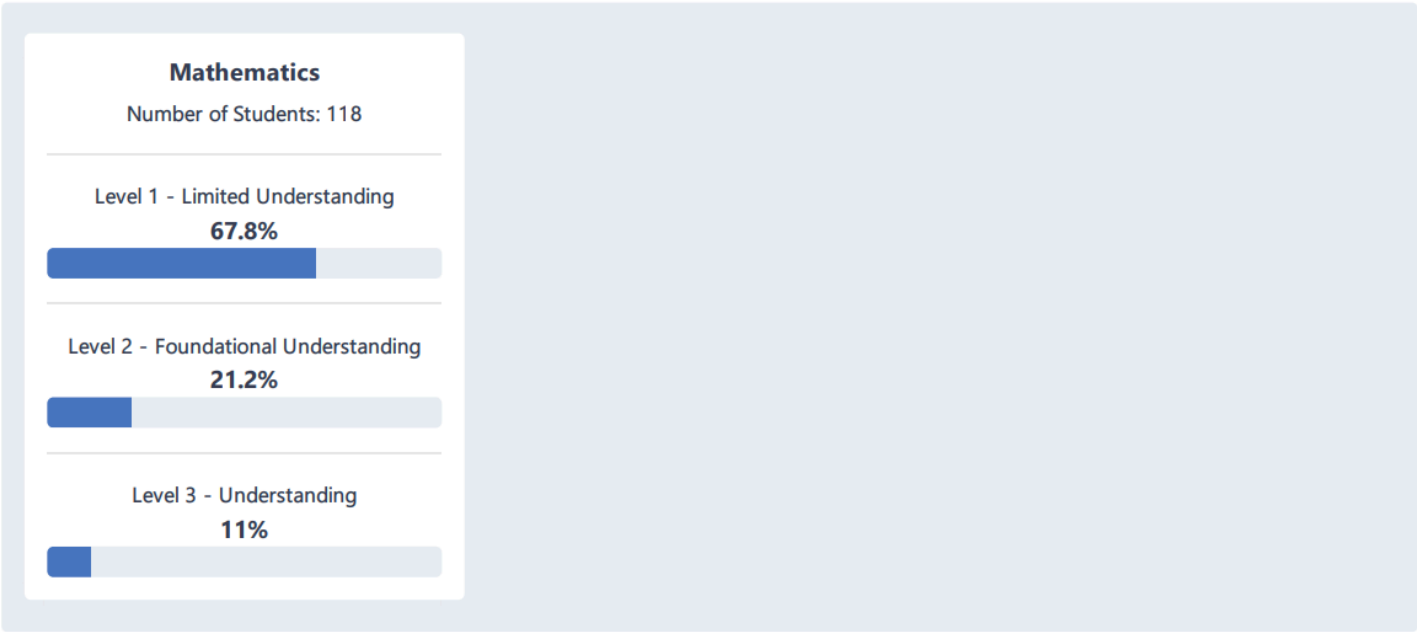
91.7 points below standard

Increased 4.7 Points ▲

Number of Students: 8,801

# California Alternate Assessment

Percentage of students with significant cognitive disabilities showing understanding of core concepts in Mathematics.



## Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
122.1 points below standard	59.9 points below standard	82.9 points below standard
Increased 5.5 Points ▲	Increased 8.9 Points ▲	Increased 7.9 Points ▲
Number of Students: 3,725	Number of Students: 2,808	Number of Students: 1,852

# English Learner Progress

[LEARN MORE](#)

## English Learner Progress

English Language Proficiency Assessments  
for California Results

Number of Students: 7,545

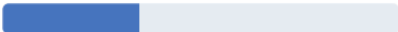
Level 4 - Well Developed

18.7%



Level 3 - Moderately Developed

34.5%



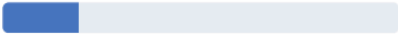
Level 2 - Somewhat Developed

27.4%



Level 1 - Beginning Stage

19.4%



## College/Career

### All Students

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

#### All Students



Yellow

31.4% prepared

Increased 4.8% ▲

Number of Students: 1,287

### Student Group Details

#### All Student Groups by Performance Level

5 Total Student Groups



Red

Students with Disabilities



Orange

No Students



Yellow

English Learners

Hispanic

Homeless

Socioeconomically Disadvantaged



Green

No Students



Blue

No Students



No Performance Color

African American

American Indian

Asian

Foster Youth

Two or More Races

White

### African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

### Students with Disabilities



Red

5.1% prepared

Maintained -1.2%

Number of Students: 138

### English Learners



Yellow

11.6% prepared

Increased 4.5% ▲

Number of Students: 430

### Hispanic



Yellow

30.8% prepared

Increased 4.1% ▲

Number of Students: 1,248

### Homeless



Yellow

29.2% prepared

Increased 2.5% ▲

Number of Students: 48

### Socioeconomically Disadvantaged



Yellow

30.8% prepared

Increased 4.5% ▲

Number of Students: 1,265

## Local Indicators

### STANDARD MET

### Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

#### Reflection Tool Rating Scale (lowest to highest)

1	Exploration And Research Phase
2	Beginning Development
3	Initial Implementation
4	Full Implementation
5	Full Implementation And Sustainability

### Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

3	Initial Implementation
---	------------------------

English Language Development (Aligned to English Language Arts Standards)

3	Initial Implementation
---	------------------------

Mathematics – Common Core State Standards for Mathematics

3	Initial Implementation
---	------------------------

Next Generation Science Standards

1	Exploration And Research Phase
---	--------------------------------

History - Social Science

1	Exploration And Research Phase
---	--------------------------------

### Instruction Manuals

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

2	Beginning Development
---	-----------------------

English Language Development (Aligned to English Language Arts Standards)

2	Beginning Development
---	-----------------------

Mathematics – Common Core State Standards for Mathematics

3	Initial Implementation
---	------------------------

Next Generation Science Standards

1	Exploration And Research Phase
---	--------------------------------

History - Social Science

1	Exploration And Research Phase
---	--------------------------------



## Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts

2

Beginning Development

English Language Development (Aligned to English Language Arts Standards)

2

Beginning Development

Mathematics – Common Core State Standards for Mathematics

3

Initial Implementation

Next Generation Science Standards

1

Exploration And Research Phase

History - Social Science

1

Exploration And Research Phase

## Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

4

Full Implementation

Health Education Content Standards

1

Exploration And Research Phase

Physical Education Model Content Standards

3

Initial Implementation

Visual and Performing Arts

3

Initial Implementation

World Language

5

Full Implementation And Sustainability

## Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole

5

Full Implementation And Sustainability

Identifying the professional learning needs of individual teachers

4

Full Implementation

Providing support for teachers on the standards they have not yet mastered

3

Initial Implementation

## Additional Comments

English Learner access to common core and EL standards: 3 - Initial Implementation

Ratings were gathered for the elementary and secondary levels separately. For eight of the twenty-three areas rated, the rating was the same. Fifteen areas had different ratings for the elementary and secondary levels. Since the California Dashboard requires a single rating, we reported the lower of the two ratings.

# Academic Engagement

View data about academic participation.

## Chronic Absenteeism

### All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

#### All Students



Orange

12.1% chronically absent

Increased 0.6% ▲

Number of Students: 13,563

### Student Group Details

#### All Student Groups by Performance Level

9 Total Student Groups



Red

American Indian



Orange

Students with Disabilities

English Learners

Hispanic

Socioeconomically Disadvantaged

White



Yellow

Foster Youth

Homeless

Two or More Races



Green

No Students



Blue

No Students



No Performance Color

Asian

African American

Filipino

Pacific Islander

**Asian**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

**African American**

No Performance Color

30.4% chronically absent

Increased 7.4% ▲

Number of Students: 23

**Filipino**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

**Pacific Islander**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

**American Indian**

Red

26.6% chronically absent

Maintained -0.4%

Number of Students: 79

**Students with Disabilities**

Orange

17.7% chronically absent

Maintained 0.3%

Number of Students: 1,619

**English Learners**

Orange

10.7% chronically absent

Increased 0.8% ▲

Number of Students: 7,620

**Hispanic**

Orange

11.8% chronically absent

Increased 0.6% ▲

Number of Students: 13,246

**Socioeconomically Disadvantaged**

Orange

12.5% chronically absent

Increased 0.9% ▲

Number of Students: 12,630

**White**

Orange

19.7% chronically absent

Increased 1.9% ▲

Number of Students: 122

**Foster Youth**

Yellow

12.7% chronically absent

Declined 8.8% ▼

Number of Students: 71

**Homeless**

Yellow

13.6% chronically absent

Declined 3% ▼

Number of Students: 177

**Two or More Races**

Yellow

19.2% chronically absent

Declined 0.8% ▼

Number of Students: 78

# Graduation Rate

## All Students

Explore information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

### All Students



Orange

82.2% graduated

Declined 1.2% ▼

Number of Students: 1,287

## Student Group Details

### All Student Groups by Performance Level

5 Total Student Groups



Red

No Students



Orange

English Learners

Hispanic

Homeless

Socioeconomically Disadvantaged



Yellow

Students with Disabilities



Green

No Students



Blue

No Students



No Performance Color

African American

American Indian

Asian

Foster Youth

Two or More Races

White

### African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

### English Learners



Orange

72.3% graduated

Maintained -0.9%

Number of Students: 430

### Hispanic



Orange

82.5% graduated

Declined 1.3% ▼

Number of Students: 1,248

### Homeless



Orange

75% graduated

Declined 2.8% ▼

Number of Students: 48

### Socioeconomically Disadvantaged



Orange

82% graduated

Declined 1% ▼

Number of Students: 1,265

### Students with Disabilities



Yellow

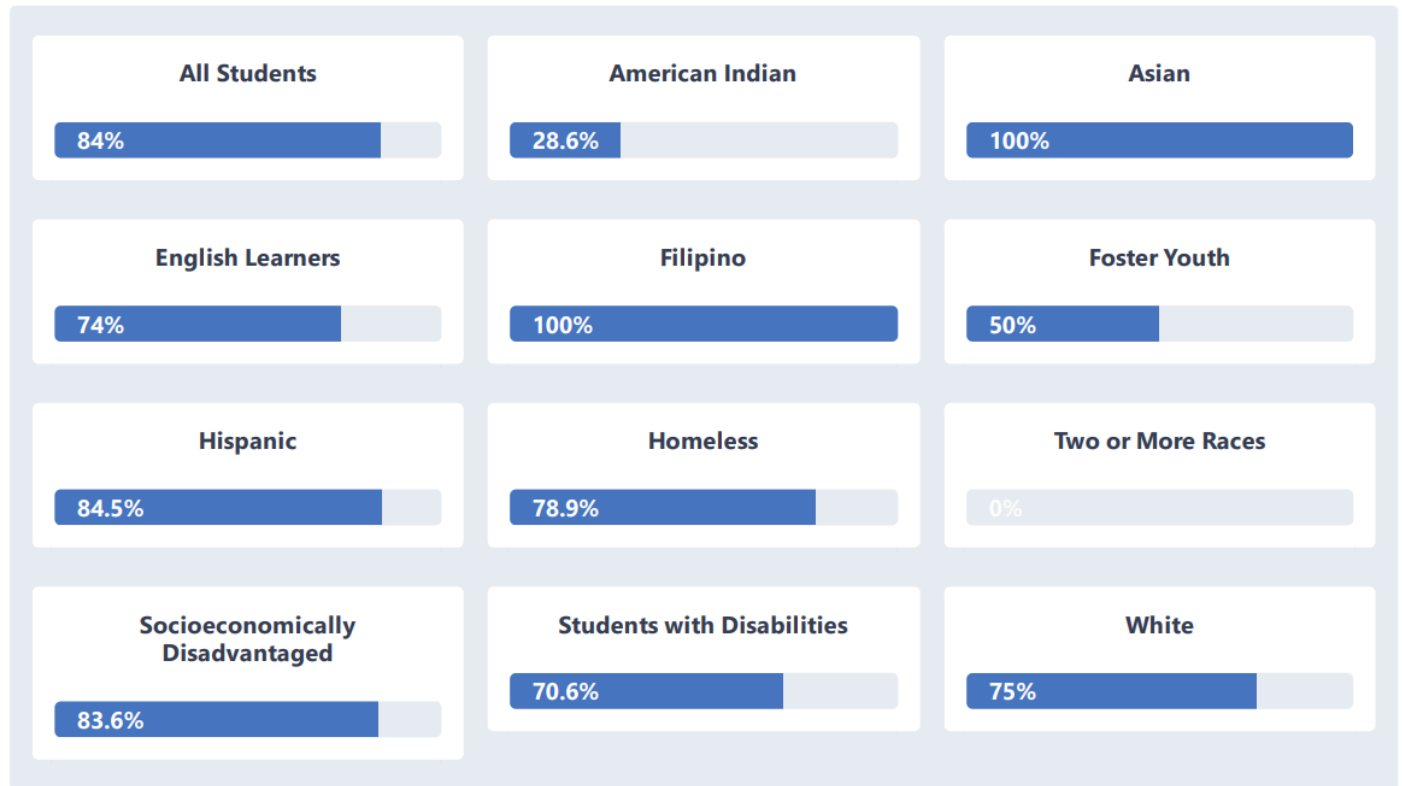
71% graduated

Increased 1.1% ▲

Number of Students: 138

## Five Year Graduation Rate

The percentage of students who entered 9th grade for the first time in the 2013-14 school year who received a high-school diploma within five years of entering ninth grade. This includes students who graduated in four or five years.



# Local Indicators

## STANDARD MET

### Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

#### **1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

CVUSD tracks progress of student access to and enrollment in a broad course of study through multiple measures. Monitoring for Kindergarten through sixth grade students begins with reviewing daily instructional schedules for each school and is verified by classroom visits and lesson plans. Monitoring for seventh and eighth grade begins with the master schedule and is verified by student schedules, classroom visits, and lesson plans. Monitoring for high school begins with the master schedule and verified by students schedules, classroom visits, lesson plans, graduation checks, and four-year plans. Additionally, individual monitoring occurs for migrant students, English learners, students with disabilities, foster, and homeless youth.

#### **2. A summary of the differences across school sites and student groups having access to, and are enrollment in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

Elementary, middle, and high school students are enrolled in a broad course of study as defined by California Education Code. CVUSD students are offered the appropriate grade level content standards in the least restrictive environment, regardless of student group.

The After School Education and Safety (ASES) program is at every elementary and middle school and also offers access to physical education and visual & performing arts. All schools are implementing Advancement Via Individual Determination (AVID) schoolwide in an effort to promote school, college and career readiness. All high schools offer Advanced Placement (AP), career technical education, and AVID elective courses CVHS and DMHS offer aquatics instruction. High school students also have the opportunity to enroll in online courses which opens up additional electives, advanced courses, and credit recovery. Additional opportunities for high school students after school includes visual and performing arts and applied arts, athletics, and access to online courses is provided after school. CVUSD graduation requirements were changed to more closely align with A-G requirements and include foreign language, visual & performing arts, and ethnic studies. The district offers dual language programs at seven elementary schools. Students are encouraged to work towards earning a State Seal of Biliteracy in high school.

**3. Identification of any barriers preventing access to a broad course of study for all students.**

Barriers preventing the district from maximizing a broad course of study offerings to all students include limited opportunities for elective, acceleration, and remediation for middle and high school students during the regular school day. Especially for students who fall under the following categories: English learner, migrant, foster, homeless, and immigrant students. In addition, teacher credentials and limited financial resources contribute to our district challenges.

**4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.**

In 2018-2019, students in fourth through sixth grade will receive daily instruction in visual and performing arts. A College and Career Coordinator was hired to focus on supporting/expanding/strengthening programs and opportunities for students to be college and career ready which includes monitoring courses, counselor support, AVID implementation, and more. Our district is also building a Multi-Tiered System of Support (MTSS) to address student behavior, academic, and social-emotional needs. The district continues to support career technical education and refine our dual language program.



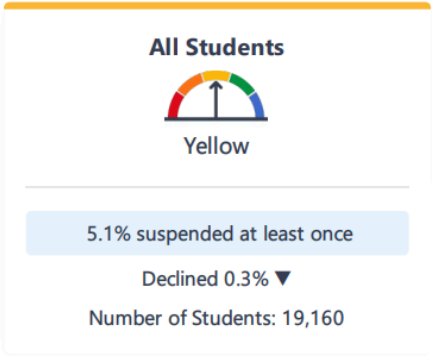
# Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

## Suspension Rate

### All Students

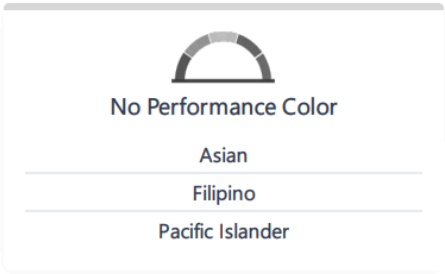
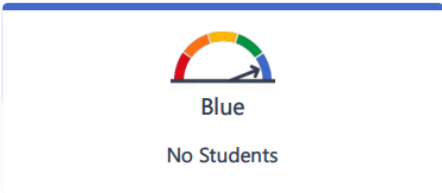
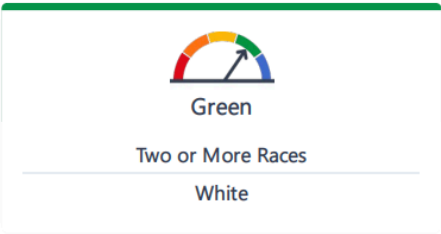
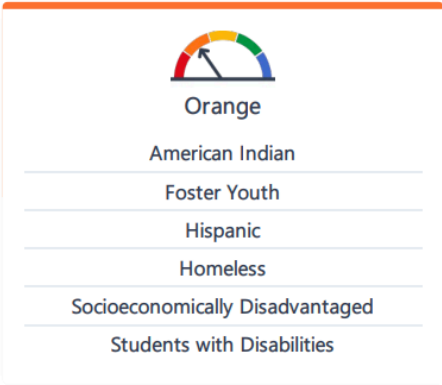
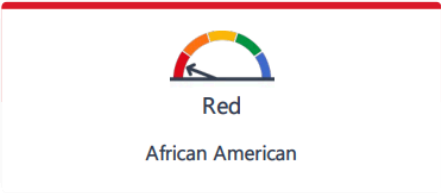
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



### Student Group Details

#### All Student Groups by Performance Level

10 Total Student Groups



### Asian



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 11

### Filipino



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 11

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### African American



Red

9.8% suspended at least once

Increased 4.8% ▲

Number of Students: 41

### American Indian



Orange

12.3% suspended at least once

Declined 1.9% ▼

Number of Students: 106

### Foster Youth



Orange

12.1% suspended at least once

Declined 1.8% ▼

Number of Students: 107

### Hispanic



Orange

5.1% suspended at least once

Maintained -0.2%

Number of Students: 18,683

### Homeless



Orange

6.7% suspended at least once

Increased 1.5% ▲

Number of Students: 223

### Socioeconomically Disadvantaged



Orange

5.4% suspended at least once

Maintained -0.2%

Number of Students: 17,904

### Students with Disabilities



Orange

9.2% suspended at least once

Declined 0.4% ▼

Number of Students: 2,215

### English Learners



Yellow

4.5% suspended at least once

Maintained 0.1%

Number of Students: 8,960

### Two or More Races



Green

3.7% suspended at least once

Declined 7.9% ▼

Number of Students: 136

### White



Green

4.1% suspended at least once

Declined 0.6% ▼

Number of Students: 171

## Local Indicators

### STANDARD MET

### Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Mis-Assignments (0 EL) Of Teachers Of English Learners
1
Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home
0
Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)
0

### Additional Comments

#### TEACHER MISASSIGNMENTS

One Career Technical Education (CTE) teacher position was unfilled last year.

#### FACILITIES

The OVERALL rating for 18 out of the 19 schools reviewed was "Good"; one school was rated "Fair". The majority of categories reviewed as part of the FIT report were rated as "Good". There is a need to improve in the following areas as 11 schools scored "Fair" and/or "Poor" in one or more categories: Interior (Interior surfaces), Cleanliness (Overall and Pests), Electrical, and Restrooms/Fountains. All conditions cited as "deficiency" that were critical to the health and safety of pupils and staff were immediately addressed. There were no instances of "extreme deficiency".

## Parent Engagement

This measure addresses receiving parent input in decision-making and promoting parental participation in education programs for students.

LEAs report progress of how they have sought input from parents in decision making and promoted parent participation in programs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures, and includes a description of why the district chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula (LCFF) priorities in its Local Control and Accountability Plan (LCAP).

### Local Measures

#### 1) Progress towards seeking input from parents/guardians in school and district decision making

CVUSD uses parent participation in School Site Councils (SSCs), English Learner Advisory Committees (ELACs), and the Superintendent District Advisory Council meetings to measure progress in seeking input and building capacity in working collaboratively. 19 out of the 21 schools reached quorum in at least 5 school site council meetings. 15 out of 21 schools reached quorum in at least 4 ELAC meetings and 16 of our 21 schools sent at least one representative to the Superintendent's Advisory Council. We also administered the California Healthy Kids Survey (CHKS) to students in grades 5, 7, 9, and 11 and all parents and staff, to survey school climate. Child Welfare and Attendance (CWA) collected and analyzed data from 1,100 parent surveys throughout the district to address their needs. In addition, we completed a parent needs analysis survey with 1,812 parents completing the survey.

#### 2) Progress towards promoting parental participation in programs

CVUSD promotes parental participation in many ways. Parent centers were opened at all school sites staffed with part-time Parent Center Liaisons. The district offers two main programs in the area of parental education: 1) Parents on a Mission - focuses on addressing the social-emotional needs of students and parents at the secondary level and 2) Parenting Partners - an elementary program whose aim is to educate parents on creating a structure and environment that is conducive to academic success. School sites also offer additional workshops and activities based on the identified needs at each school site. CVUSD uses parent workshop attendance in order to measure progress in promoting participation in addition to parent surveys to develop our parent engagement programs at CVUSD. Over 3,000 parents (duplicated counts) attended our workshops, which make up for 16 percent of our total parent population.

#### 3) Why the LEA chose the selected measures and whether the findings relate to the goals established for other LCFF priorities in the LCAP.

CVUSD chose to focus on parental participation, attendance and surveys to measure parent engagement. Participation from parents supports CVUSD's LCAP Goal 1) Increase student achievement and other pupil outcomes to prepare all students for college, career, and citizenship in the 21st Century and LCAP Goal 3) Increase engagement and collaboration among students, parents, staff, and community members. By surveying the parents, we can collect their input and develop/modify services based on parent input.

## Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

### Local Climate Survey Summary

CVUSD administered the California Healthy Kids Survey (CHKS) in 2018 to students in grades 5,7,9 and 11. Results were used to measure the district's progress on state Priority Six, School Climate. The 2018 results were compared to a modified CHKS survey (baseline data) that was administered to students, parents, and staff in May, 2017. The 2017 modified CHKS measured 6 key indicators for school climate, compared to the 10 key indicators measured by the 2018 CHKS.

#### Overall District School Climate Index:

In nearly all grade levels and indicators, the results of the 2017-18 CHKS show that goals were met or exceeded (with the exception of School Connectedness and School Safety). Results for Academic Motivation exceeded our goals by a substantial amount. The goal was exceeded by 15% - 33% of students, depending on the grade level. Survey results show that 81% of 5th graders are academically motivated, 65% of 7th graders, 66% of 9th graders, and 68% of 11th graders.

Fifth grade students reported higher levels of school connectedness, academic motivation, caring adult relationships, and meaningful participation, compared to seventh, ninth, and eleventh grade students. However, students in fifth grade also reported a higher incidence of being hit or pushed, and having mean rumors or lies spread about them.

Results for student perceptions of school connectedness show that with the exception of 5th grade, all other students surveyed, had a lower than expected level of school connectedness - the results being: 53% of 7th graders, 46% of 9th graders, and 42% of 11th graders. A steady decline in school connectedness is noted between 68% of 5th graders feeling connected to school, compared to only 42% of 11th graders.

In all grades (5, 7, 9, and 11) it is interesting to note that when asked to respond with their perception of school safety, less than half of the students in grades 7, 9 and 11 reported that their school is safe or very safe. These trends can be seen nationwide in student perceptions of school safety. In response to this data and data identifying school safety perceptions, Coachella Valley Unified School District (CVUSD) has made changes in LCAP Actions/Services to address school safety.

In response to the data that 53% of fifth graders, 34% of seventh graders, 28% of 9th graders, and 33% of 11th graders report that they agree/strongly agree they have had mean rumors or lies spread about them - CVUSD has dedicated resources in our LCAP to continue the work of transformational learning, restorative practices, and PBIS. In response to 28% of 7th graders, 31% of 9th graders, and 38% of 11th graders strongly agreeing that they have experienced Chronic Sadness or Hopelessness, CVUSD has dedicated resources to student counseling with the Latino Counseling Commission, as well as the above mentioned Restorative Practices.

[https://docs.google.com/spreadsheets/d/1nTfO18AjG\\_plwbJwmGB0xGOt89Q8RfRHbF2rbfcaq1Q/edit#gid=1478584649](https://docs.google.com/spreadsheets/d/1nTfO18AjG_plwbJwmGB0xGOt89Q8RfRHbF2rbfcaq1Q/edit#gid=1478584649)